

CATALOGUE

**FOR
THE CLASS
OF 2001**



UNITED STATES ARMY WAR COLLEGE
Department of Distance Education



Keeping In Touch

All correspondence pertaining to the Distance Education Course should include name, grade, current address of the student, and be addressed to:

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Telephone Numbers for DDE

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The DSN prefix number for Carlisle Barracks is 242. Should DSN not be available, official toll free commercial calls to DDE may be made:

1-800-453-0992

When the Carlisle Barracks operator answers, state that your call is official and give the four-digit extension you need.

The Fax number for the Department of Distance Education is:

DSN: 242-4570
Commercial: (717) 245-4570



From the Commandant

The U.S. Army War College traces its historical lineage to the year 1901 and its founder, Elihu Root, then President Theodore Roosevelt's Secretary of War. Secretary Root saw the need for an institution whose purpose would be "Not to promote war, but to preserve peace by intelligent and adequate preparation to repel aggression." He defined it as a place where senior leaders could "study and confer on the great problems of national defense, military science, and responsible command."

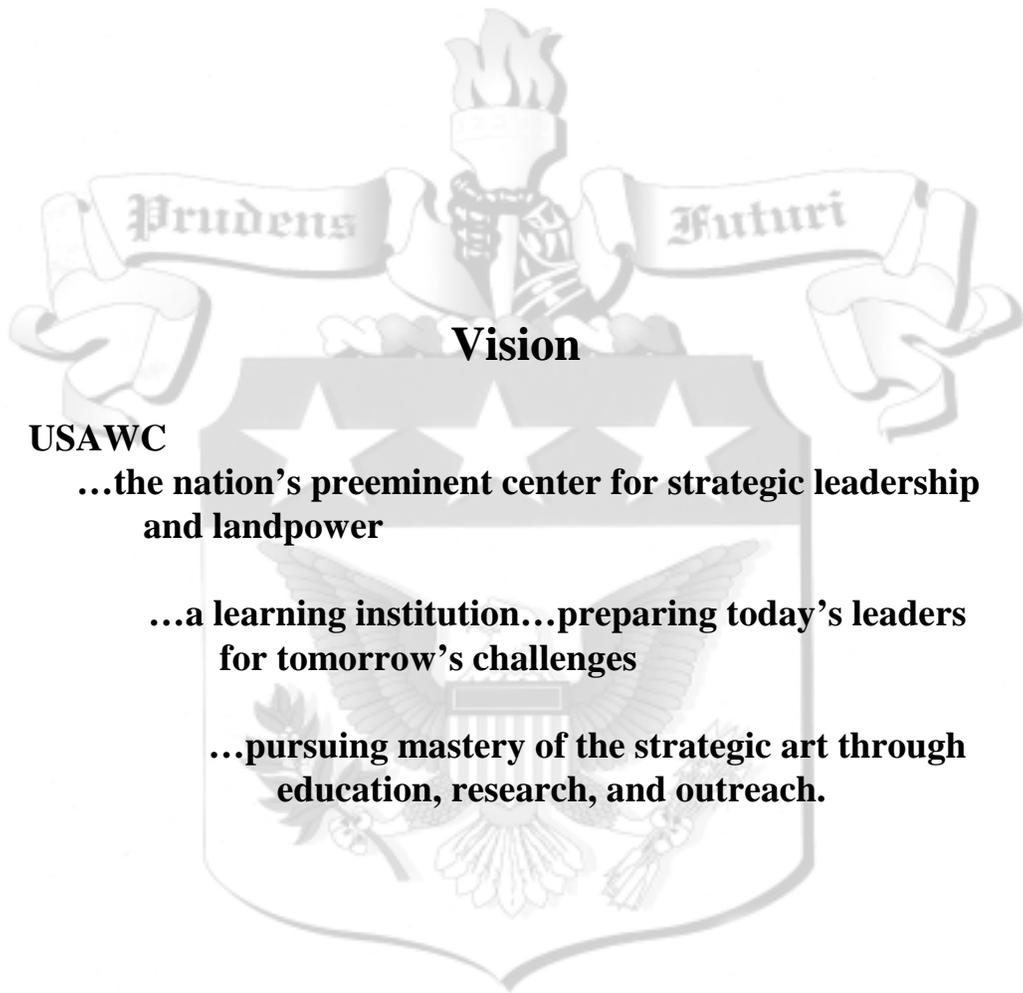
Root's vision remains as valid today as it was then. The U.S. Army War College curriculum provides a perspective that transcends the internal functions of the Army to define the Army's role in shaping national security strategy in unified, joint, and international environments. This broad educational experience helps create a well-rounded, fully developed professional, capable of serving in senior leadership positions of great and diverse responsibility.

During the course of their War College experience, students are expected to analyze quickly, reason logically, and develop and present positions on a variety of issues. Students exercise their creative and critical thinking skills; they prepare over 30 essay papers on issues significant to senior leaders. Students broaden their computer skills and gain sufficient technical insight to anticipate, welcome, and employ ever-increasing technological advances in our military forces.

The curriculum provides many opportunities to consider how the Army and the other services should respond to post-Cold War national security requirements. The history of the War College, *Of Responsible Command*, gives a perspective from which to consider change, continuity, and growth in national defense as students reflect upon Root's three "great problems." In describing the education of senior Army officers, that text provides insights into Root's legacy, into national security issues, and into the evolution of the Army in the 20th century. I encourage our students to read it early and refer to it often. That account of the history of the War College also leads the careful reader to conclude that the College has recently entered a new (fourth) period of its development . . . an era that leads into the 21st Century. Our students are shaping events today that someone will describe in tomorrow's book on the education of senior military officers and government civilians.

This is a time for our students to grow, reflect, and improve their professional knowledge and skills. Our students' diligence and commitment to improving themselves benefits us, the War College, and the Army.

Robert H. Scales, Jr.
Commandant, U.S. Army War College



USAWC

**...the nation's preeminent center for strategic leadership
and landpower**

**...a learning institution...preparing today's leaders
for tomorrow's challenges**

**...pursuing mastery of the strategic art through
education, research, and outreach.**



Historical Perspective

As the oldest active duty military post in the United States, Carlisle Barracks is among the most historic of American military installations. Its origins are traced to the British Army in the middle part of the 18th century. Shortly before the beginning of the French and Indian War in 1754, Carlisle was a small settlement situated on the confluence of Indian trails along the Letort Creek. Once the war began, Carlisle was recognized as a natural gateway to the west and as early as 1756, became an important point for British forces to defend the frontier and to muster forces for westward expeditions. The military post was founded in 1757 with the arrival of British forces commanded by Col. John Stanwix. Carlisle Barracks was maintained as an active British post throughout the French and Indian War and served as a base for General John Forbes' expedition, the force which proceeded west to reduce the French bastion, Fort Duquesne.

Once the French and Indian War concluded in 1763, Carlisle Barracks continued to function as an active duty British post. It would prove useful, for in that same year, the charismatic Ottawa Chief Pontiac staged or inspired attacks across the Ohio territory and across the Commonwealth. Carlisle Barracks was again a base from which British power could be projected. It was used to full advantage by British forces led by Henri Bouquet who gave the English their most notable victory on the battlefield at a place called Bushy Run.

Following Pontiac's War, Carlisle Barracks was briefly abandoned since there were no perceivable threats on the horizon. It again became an important facility when the Revolutionary War started. It was also during the American Revolution that Carlisle began its educational mission for U.S. military forces. In 1776 the Continental Congress authorized the establishment of an ordinance center at what was known as Washingtonburg. A part of this ordinance complex was an artillery school under the direction of Captain Isaac Coren. Between the artillery school and the manufacturing facilities for artillery, Carlisle Barracks became a significant facility for the Continental Army, particularly for Washington's Chief of Artillery, Henry Knox.

The post and the community again gained significance in 1794 when Western Pennsylvania farmers refused to pay their taxes on commercial whiskey and began what became known as the Whiskey Rebellion. Lacking a standing army of any consequence, militia from Pennsylvania, New Jersey, Maryland and Virginia were called out to rendezvous with federal elements. At Carlisle, President George Washington met these troops and reviewed the army, as Commander in Chief in the field. The largely militia Army then proceeded westward to quell a rebellion which rapidly evaporated with the federal show of force.

Carlisle Barracks achieved permanence as a military post once the 19th century began. For roughly the first 50 years of its existence the British and later U.S. facilities were situated on land rented from William Penn's heirs. But in 1801 the U.S. government purchased the 27 acres it had been renting for \$664.20 and Carlisle Barracks officially became a permanent military

post. It served in a supportive function, training and recruiting during the War of 1812 and after the war was largely inactive.

Carlisle Barracks again received a significant educational mission in 1838 with the establishment of the School of Cavalry Practice, under the Command of Captain E.V. Sumner. The following year another associated school was established here, the school for horse-drawn light artillery. Thus, in the two decades before the outbreak of the American Civil War a significant number of Cavalrymen were trained at Carlisle and a new generation of weapons, which were being fielded, were tested here. Among the graduates of the Cavalry school was J.E.B. Stuart who would later return to his alma mater and burn its buildings.

With the outbreak of the Civil War, Carlisle became a site for training and provisioning troops, similar to the function it had performed in the War of 1812. But its function as a base for supplies and training troops abruptly changed in June 1863 with the rapid approach of General Lee's Army of Northern Virginia. In a brief period of time, Carlisle Barracks had to twice suffer

the indignity of being occupied by enemy troops. The first was relatively painless for General Rodes Division, of General Ewell's Corps, entered Carlisle on the morning of June 27, General Ewell briefly established residence in the Post Commander's headquarters. Ewell and his Corps elements departed Carlisle on June 30, due to Lee's orders to concentrate on Gettysburg, and the post and community were left largely intact. Following this rather painless occupation, Union militia forces under the command of BG William F. Smith reoccupied the post, setting the stage for the first and last battle of Carlisle Barracks. On the afternoon of July 1, Major General J.E.B. Stuart approached the town and found militia prepared to defend the post. He demanded they surrender and with their refusal, he bombarded the town and burned the post. Carlisle Barracks, however, made a rapid recovery because once Stuart's cavalry left, the task of rebuilding the post was initiated almost immediately. Once reconstructed, Carlisle Barracks returned to its pre-Stuart mission of receiving and training recruits and serving as a depot, a task it continued into the post Civil War period.



A group of officers and their spouses on the porch of their quarters at Carlisle Barracks, Pennsylvania – circa 1860.

Perhaps the most unique phase of Carlisle Barracks history was initiated in December 1879 when the War Department passed control of the post to the Department of Interior's Bureau of Indian Affairs. Acting in accordance with a concept proposed by Captain Richard Pratt, a new school, the Carlisle Indian School, was established at Carlisle Barracks. Pratt's concept for the school was a boarding school that would take Indians away from their home environment and let them live and be educated in American culture. Students were to be educated in practical subjects (vocational in today's terminology) as well as academic subjects. In addition, the school was co-educational, enrolling both male and female students. At least in the eyes of its backers, the Carlisle experiment was so successful that additional Indian schools, based on the Carlisle model, were established in other parts of the country. By the beginning of the 20th century the annual enrollment in the Indian School had reached 1,000 students from 70 different Indian tribes. And while Carlisle Barracks achieved its most enduring name recognition from the Indian School, the changes in educational philosophy of the Indian tribes meant that Carlisle as an Indian School would not long survive the retirement of its founder, Richard Pratt.



Indian students in class at the Carlisle Indian School – circa 1900.

After 39 years of existence, in 1918 the Carlisle Indian School closed its doors and Carlisle Barracks again reverted to the control of the War Department. For a two year period it was the home of General Hospital No. 31 and after this brief wartime function, it transitioned to yet another educational mission, the Medical Field Service School. Beginning in 1920 the Barracks trained Army personnel in the care and handling of casualties as well as the prevention of disease. In the 26 years of its existence, over 30,000 officers and enlisted men passed through this school, contributing substantially to medical care in the United States Army.



Field evacuation training at the Medical Field Service School, Carlisle Barracks, Pennsylvania – circa 1940.

In the years immediately following World War II Carlisle Barracks, rather than transitioning to a postwar period of cutbacks and inactivity, accelerated its educational mission to the Army. Between 1946 and 1951 no less than six Army schools were located at Carlisle Barracks, at least for brief periods of time. The Army Information School was the first, followed by the School for Government of the Occupied Areas and then briefly the Adjutant General's School. Next came The Chaplain School and the school for Military Police. Finally, in 1949 the Army Security Agency School was established here, a school that continued its classified instruction at Carlisle until 1951.



Ft. Leavenworth.

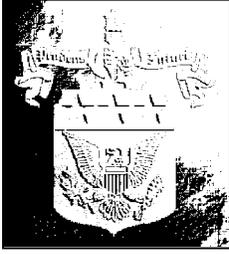
The history of the post's educational mission, in support of the Army, was completed in 1951 when the Army War College was moved to Carlisle Barracks. The school was originally established at 22 Jackson Place in Washington, D.C. in 1901. But moved to Fort McNair in 1907. It operated there until 1940, when classes were suspended during the mobilization of the nation and its Army for World War II. Classes did not resume until 1950 when, for the period of a year, the Army War College was located at

The Army War College expanded its educational program in 1967 when a non-resident instructional program was instituted. The non-resident program, which in 1975, became the Corresponding Studies Course, was and is unique in the Senior Service College system. From the onset it was determined that this program would not be “just another correspondence school,” but rather a first rate Senior Service College offering. This vision, established by Colonel Urey

Alexander, has served the Army, the Army War College, and its students from 1967 to the present.

Since the establishment of the Army War College at Carlisle Barracks, the research and educational mission of the War College has consistently grown. The Strategic Studies Institute was formed at Carlisle Barracks in 1954 and the Military History Institute was located here in 1967. Though some type of war gaming function has existed at the War College since its establishment here, that capability was greatly expanded in 1994 with the establishment of the Center of Strategic Leadership, a state of the art gaming and conference center. With the existence of the Army War College and its supportive institutes at Carlisle Barracks, the last decade of the 20th century has seen the Army War College truly become an educational center for senior leaders.





Education at the U.S. Army War College

MISSION

To prepare selected military, civilian, and international leaders to assume strategic responsibilities in military and national security organizations; to educate students about the employment of landpower as part of a unified, joint, or multinational force in support of the national military strategy; to research operational and strategic issues; and to conduct outreach programs that benefit USAWC, the U.S. Army, and the Nation

INSTITUTIONAL LEARNING OBJECTIVES

To accomplish this mission, the USAWC curriculum is designed to produce graduates who can:

- Distinguish the uniqueness of strategic level leadership.
- Manage change by applying resources to the processes for translating strategy into force requirements and capabilities.
- Advise, in concert with other elements of national power, on the role of the military, especially landpower, in national security strategy formulations.
- Analyze threats and other factors that affect U.S. interests.
- Apply strategic thought to U.S. national security decisionmaking processes.
- Develop theater strategies, estimates and campaign plans to employ unified, joint, and multinational forces.
- Synthesize critical elements of warfare at the strategic and operational levels.

PHILOSOPHY

The Army War College is responsible for producing graduates who understand how to operate in a strategic security environment; who can deal effectively with complex, unstructured problems involving national security; and who are prepared to render sound advice or make the appropriate decisions when the application of force is being considered as a policy option in conjunction with other measures.

We are much more interested in developing in our students “how” to think about issues and problems rather than specifically “what” to think. Students are challenged to take positions on issues and to defend those positions against a wide range of alternative perspectives. Instruction is conducted at the graduate level using rigorous active learning techniques wherein

learning occurs by doing and participating rather than by just observing. In sum, developing one's ability to think strategically is the essence of the desired outcome from the course of instruction.

The USAWC curriculum focuses more on process than on product. We emphasize theory, concepts, systems, and the national security decisionmaking process. We work to the application level of learning and beyond. Students improve their skills—analytical, synthesizing, and evaluative through case studies, exercises, and wargames as well as seminar discussions. We strive to bring the curriculum alive by blending vignettes and historical examples with current events. We focus on understanding the demands of leadership at the strategic level. Class activities emphasize U.S. national military strategy and its linkages with geopolitical issues inherent as national security strategy. Planning and conduct of theater-level warfare are viewed as an extension of political will.

Many of the activities in the curriculum focus on the organization, mobilization, deployment, employment, and sustainment of unified, joint, and multinational forces. Joint awareness and perspective underlie everything the College does, beginning with the presence of students from other services in the class. The presence of faculty members from the other services, as well as lessons and courses dedicated to the capabilities, doctrine, and employment of the Marine Corps, the Navy, and the Air Force, underscore the USAWC's firm commitment to joint matters. Other lessons, as well as the broad design objectives of the core curriculum, emphasize joint support to the CINC's and joint planning for the employment of national military capabilities. Exercises and case studies require the specific application of joint doctrine, planning, and warfighting capabilities.



The appointment of Elihu Root as Secretary of War occurred as the late 19th century military reform movement converged with the embarrassments of the war with Spain and the emergence of the United States as a colonial power. Root had to deal quickly and effectively with Army problems since the Army was to be the principal means for managing the new American interests in the Pacific.

The changes that Root instigated were developed early in his four and one-half years as Secretary of War. He recognized that despite the skills of many of its officers, the Army lacked “a body of officers educated and trained to plan and solve problems from the perspective of the Army as a whole.” (Ball, pp. 49-52.)

Students should view the two years at the Army War College holistically. The program is designed to stimulate you intellectually and professionally. Elective programs provide the

opportunity to pursue additional personal and professional interests. Take advantage of these programs to grow professionally and personally and be ready to meet the broad range of responsibilities and challenges you will face in the future. In the final analysis the course of instruction is designed to provide graduates that will be:

- Service qualified, through the study of strategic land power.
- Competent with emerging technology.
- Able to apply “strategic art” while striving to master the art and science of strategy.

INSTRUCTIONAL THEMES

A number of thematic threads are woven through the different lessons, topics, and courses that constitute the USAWC curriculum. They provide continuity of thought and meaning throughout the year. They stimulate intellectual growth by providing continuity and perspective as contemporary issues are analyzed. Themes fall into two groups: enduring and special.

Enduring Themes. Enduring themes are derived from the challenge Elihu Root posed to the Army at the founding of the Army War College: “to preserve peace by intelligent and adequate preparation to repel aggression, through studying and conferring on the great problems of national defense, military science and responsible command.” The enduring themes—ethics, history, strategic vision, and jointness—give increased meaning to the study of strategy and the national defense, military art and science, and command, leadership and management. They stimulate intellectual growth by providing continuity and perspective as we analyze contemporary issues.

Ethics. Military leaders are entrusted with responsibility and the special trust and confidence of the American people to provide for the national defense. We are responsible to those we defend and to those we lead. Because power has the potential to corrupt, it is essential that the fundamental values of our nation and our profession be part of all our decisions, from personal to strategic. History has demonstrated time and again that senior military leaders must understand and apply the highest ethical standards to the military profession, for they are constantly being challenged both personally and professionally.

History. History provides the context within which we can understand the origins of modern military institutions and doctrine. It also helps us to view the basic issues of national security and military strategy in broader perspective, and to gain a clearer insight into the human dimension of war. A sense of history helps put the present into perspective by offering both meaning and context. In this sense, it can offer insight and guidance for the future. At its best, the study of history can help each student develop understanding, a base of knowledge, and the confidence to render effective judgments. A major goal of the USAWC is to develop a strong sense of historical mindedness in our students. When combined with conceptual, critical,

creative, and visionary thinking, this sense of history culminates in highly effective strategic thinking.

Strategic Vision. Strategic vision is an essential element of political, corporate, and military leadership. It directs and shapes the forces and trends that affect us individually and organizationally. By defining a desired endstate and then communicating that vision to subordinates, leaders at all levels can shape and manage change toward a desired end. Leaders who have most successfully guided the destinies of people and organizations have understood the process and communicated the power of strategic vision.

Jointness. An enduring theme specified in our mission statement, jointness refers to the mutual support and doctrinal understanding which must exist between the military services. Jointness is a state of mind as well as a statement of fact. It predisposes those who share its goals to emphasize the unique capabilities of the Nation's military serves in planning and operations that are by design, from beginning to end, synergistic, cooperative, and interdependent.

Special Instructional Themes. Derived from important contemporary issues, special themes represent the types of challenges that await Army War College graduates. Themes are integrated into individual lessons and seminar discussions to allow the institution and students to explore challenges and objectives established for the Army by the Chief of Staff and other external sources. Special themes highlight emerging concepts of doctrine, policy, and management, and they help to focus and strengthen seminar discussions of current events and issues. There are four special themes adopted for the 1999-2000 instructional year.

International Security/Warfare in the 21st Century. The contemporary international security environment reflects elements of continuity and change in potential sources of conflict and warfare in the 21st Century. Trends such as economic globalization, ethnic rivalry, failed states and trans-national sources of conflict coexist with traditional regional military threats. Technology that facilitates a global economy also creates new national vulnerabilities, especially in information systems. The multifaceted nature of these challenges ensures an increased role for the interagency process in addressing them. The conduct of warfare may also be changing. While some elements of traditional warfare will persist, new actors and new technologies suggest that asymmetric challenges and asymmetric warfare will increase. Coalitions and alliances grow in importance to both US national security and the use of military force. The Army War College provides tomorrow's leaders with the necessary knowledge and skills for addressing the forces of continuity and change that shape both new and traditional warfare in the security environment of the 21st Century.

Coalition Warfare. Secretary of Defense Cohen, in his Annual Report to Congress, 1998, stated that "While the United states will retain the capability to act unilaterally, this strategy (the National Security Strategy) emphasizes coalition operations as essential to securing basic U.S. national goals, protecting and promoting U.S. interests, and creating preferred international conditions. Indeed, the nature of the

challenges the nation faces demands cooperative, multinational approaches that distribute the burden of responsibility among like-minded states.” From the “Grand Alliance” of World War II to the formation and perpetration of the North Atlantic Treaty Organization (NATO) and through the Gulf War, the United States has been a key player in Multinational Operations. In this vane, USAWC graduates will perfect their skills and develop a detailed appreciation for the complexities of developing and operating in an alliance/coalition environment.

Coalition Warfare is inextricably linked to Special Themes of “International Security/Warfare in the 21st Century” and “Human Relations for Strategic Leaders.” Likewise, it relates to the Enduring Themes of “History,” “Strategic Vision,” and “Jointness.”

Human Relations for Strategic Leaders. At its core, human relations is simply treating others with dignity and respect. The Army has long recognized the value of people with different backgrounds and heritage and striven to incorporate all individual talents in its team. However, the Army, like other organizations continues to work through the challenges of restructuring and maintaining a high performance organization. By capitalizing on each person’s uniqueness, respecting differences, maximizing individual potentials, and synergizing collective talents and experiences, the Army underpins future success. Senior leaders must not only recognize the importance of respecting diversity but also leverage diversity to build value based organizations, manage change, and meet tomorrow’s challenges.

Total Army—21st Century. Today’s Total Army is confronting significant challenges caused by a changed national security environment, constrained resources, and dynamic rapid growth of information technology. In addition the drawdown, reduced force structure, and increased operational commitments both at home and abroad have stressed landpower forces dramatically. As a result, the Total Army, now more than ever before, requires increased operational and personnel integration of the active and reserve components and their civilians to better enable the Total Army to meet its responsibilities in support of the warfighting Commanders in Chief.

The Total Army provides the nation with the ability to respond rapidly to crises worldwide with forces tailored for each mission, regardless of component. In pursuit of the best mix of core competencies among the components, recent various panels and boards have examined numerous initiatives to better integrate the active and reserve components. Even so, the Total Army still seeks the best possible means of integration among all components.

To enter the debate and begin influencing the Total Army of the 21st Century, the Army War College seeks to think beyond current structures and programs. In that end, we will facilitate the Army’s future leader’s exploration of the requirement for integration of the Army’s components and the impact and implications on a national scale.

PJE LEARNING AREAS AND OBJECTIVES

The Distance Education Course has been certified by the Chairman of the Joint Chiefs of Staff (CJCS) as an approved Phase I program. Thus, the DEC also bases its instruction on approved Program for Joint Education Learning Areas and supporting objectives. These learning areas and objectives are listed for the convenience of our students.

Learning Area 1: National Security Strategy

Learning Objectives:

- a. Understand the historical basis for the current U.S. Defense Establishment; its structure, policies, and strategies.
- b. Understand the process by which military advice is provided to the NCA and the NSC for development into national strategic direction and end state transmission to combatant commanders.
- c. Understand how to formulate national security direction and a strategic end state, in terms of the instruments of national power, so that combatant commanders can determine the military end state to achieve the national security objectives.
- d. Understand the organization and political influences to include cabinet-level departments. Congress, NSC, DoD agencies, the media, and public opinion on the development of national security strategy and strategic decision making.
- e. Understand how the NCA performs its crisis action role of coordinating U.S. interagency and multinational participation in support of a crisis situation.

Learning Area 2: National Planning Systems and Processes

Learning Objectives:

- a. Understand how national security and military strategic direction are integrated into defense policy, Service programs, and the DoD budget using current national systems and processes.
- b. Demonstrate an ability to develop national military direction for the combatant commanders in the context of the Joint Strategic Planning System (JSPS).
- c. Apply the strategic estimate processes in the development of national planning system products.
- d. Prepare joint plans using Joint Operations Planning and Execution System (JOPES) processes and products.

- e. Understand the joint doctrine development process, how the fundamentals and principles of joint doctrine are formulated and their relationship to Service doctrine.

Learning Area 3: National Military Strategy and Organization

Learning Objectives:

- a. Analyze the relationships and functions of the NCA, CJCS, CINCs, Secretaries of the Military Departments, and the Chiefs of the Services.
- b. Translate national security objectives, guidance, and strategic endstate into national military objectives, guidance, and endstate.
- c. Understand the impact of political economic, and information factors on the selection of national military objectives.
- d. Apply an understanding of the U.S. military force structure, its capabilities and limitations, and required theater coordination through exercises and wargaming.

Learning Area 4: Theater Strategy and Campaigning

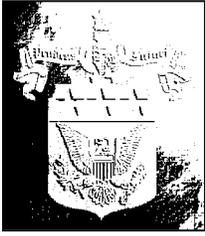
Learning Objectives:

- a. Translate national security and military direction into development of theater strategies, and strategies of supporting combatant commanders, for use in the geographic areas of responsibility (AORs) identified in the Unified Command Plan (UCP).
- b. Translate national military objectives, guidance, and theater strategies into theater strategic guidance, objectives, and operational focus in theater campaign plans.
- c. Develop a geographic combatant commander's strategic concepts of operations and logistics of the theater campaign plan.
- d. Understand the fundamentals, considerations, and design elements of campaign planning including integration of unified, joint, and multinational forces into theater and subordinate campaign plans.
- e. Understand the relationships among theater functional areas such as force requirements and readiness, allied relations, C41, movement and maneuver, firepower, protection, and sustainment.
- f. Understand theater command and control relationships, with special emphasis on the functions and use of a JTF.
- g. Use current joint and Service doctrine to develop theater-level and subordinate campaign plans that require employment of joint and multinational forces, and coordination with interagency and non-governmental organizations.

Learning Area 5: Systems Integration in 21st Century Battlespace

Learning Objectives:

- a. Assess joint and Service efforts incorporating the Revolution in Military Affairs and the Military Technological Revolution in 21st Century Battlespace.
- b. Evaluate the strengths and weaknesses of current and future battlespace systems at the strategic level of war.
- c. Understand how joint and Service battlespace systems are integrated in support of theater strategies and campaigning.
- d. Comprehend the challenges of facing a joint and multinational force in incorporating 21st Century Battlespace and commercial systems throughout the range of military operations.



ACCREDITATION STATUS

Degree Granting Authority

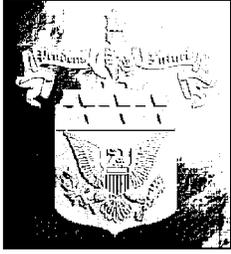
For most of its existence the Army War College has not been, nor has it sought to be, a degree-granting institution. Rather it has functioned as an institution awarding a professional diploma to officers completing the program. Given the current emphasis in the Army for advanced education, particularly graduate education, and the advanced level of instruction provided by the Army War College, in 1995 a decision was made to pursue degree-granting authority. Since that time, the Army War College has applied to the U.S. Department of Education for degree-granting authority, has been evaluated by the National Advisory Committee on Institutional Quality and Integrity, and has been recommended for degree-granting authority. This authority will likely be reflected in the FY00 Defense Authorization Bill when approved by Congress in late 1999, but actual degree granting will not begin until several years later. Once federal degree-granting authority has been approved, it is the intent of the Army War College to pursue regional accreditation as a Master's Degree granting institution through the Middle States Association of Colleges and Schools Commission on Higher Education. The College expects to confer a fully accredited Masters of Strategic Studies degree to graduates of both the resident and distance education courses beginning with the Classes of 2002.

Military Accreditation.

The Army War College currently has two types of accreditation that are extremely important to Army Officers. The categories and current status follows:

MEL-1 Accreditation. Since 1970 the Corresponding Studies Course, now Distance Education Course, of the Army War College has been a MEL-1 accredited program. It is the only Senior Service College course from any service that has been so recognized by U.S. Army Personnel Command.

PAJE Accreditation. At its November 1998 visit to the Army War College, the Process for Accreditation of Joint Education Team from J-7 certified the Distance Education Course as a recognized Program of Joint Education (PJE) Phase I program. The Army War College Distance Education Course is the only Course delivered through the distance education medium on the Senior Service College level that is certified for this level of joint education.



Governance and Administration

The United States Army War College is the highest educational institution in the Army's officer education system. Its "president" is the Commandant who is appointed by the Chief of Staff of the Army to whom the Commandant is responsible for fulfilling the educational mission of the institution. The United States Army War College also serves as a field operating agency of the Deputy Chief of Staff for Operations and Plans (DCSOPS), Headquarters, Department of the Army.

To accomplish his mission(s) the Commandant has structured his administration comparable to civilian universities, with some variations due to the institution's military nature and the age and professional experience of the students.

The major **administrative organizations** are as follows:

The Commandant. The Commandant serves in a capacity similar to a college or university president. The Commandant is appointed to this position by the Chief of Staff of the Army and, on the average the tenure of a commandant is approximately 3 years. USAWC commandants are Army officers at the rank of major general.

The **Deputy Commandant** is a senior colonel who works directly with the college on academic matters and, in addition, has functional supervision over the Strategic Studies Institute, Center for Strategic Leadership, Military History Institute, Army Physical Fitness Institute, Senior Service Representatives, and Reserve Component Advisors. The Deputy Commandant also provides guidance to the Chief of Staff, students, and the faculty concerning the implementation of the Commandant's decisions.

The **Deputy Commandant for International Affairs** is an Ambassador from the United States Foreign Service who provides coordination and consultation with the State Department, advice on the curriculum with respect to U.S. Foreign policy and regional studies, and supports the academic program as an instructor and research adviser.

The **Chief of Staff**, like the Deputy Commandant, is a senior colonel who serves as the Commandant's principal staff executive and provides supervision of the Garrison, Resource Management, and the Special Staff.

The **Secretary** is an Army Colonel whose office oversees the normal student services, functions of mail and distribution, military personnel actions, student academic reports, logistics and maintenance, reprographics, and information management. (The DDE administrative office performs some of these functions for the department.)

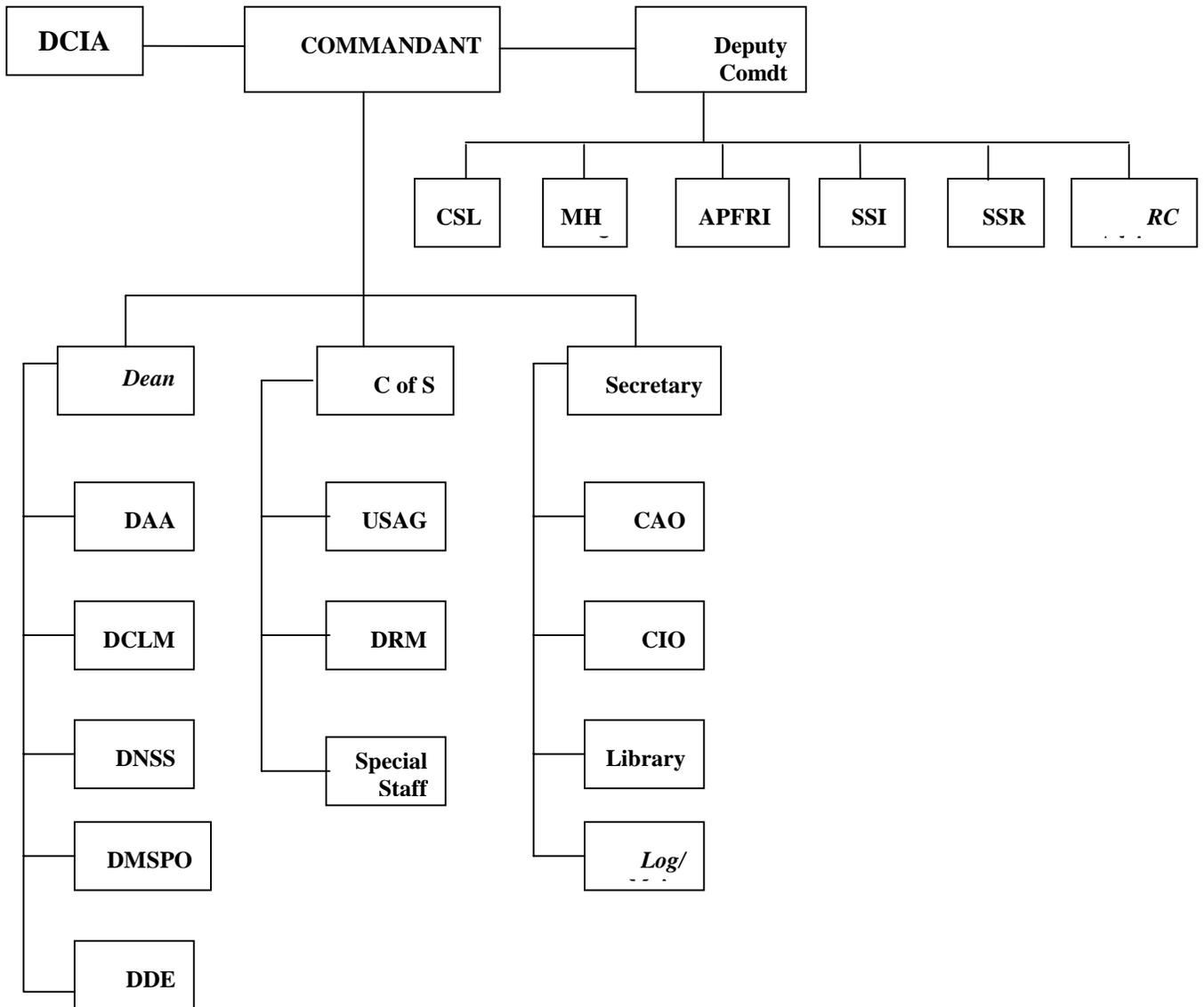
The **Dean of Academics** supervises the four teaching departments. The Dean is responsible for the curriculum and all academic policies, planning and procedures. The Dean and immediate staff oversee the execution of the instructional process. Actual execution is accomplished through the department chairpersons.

The **Academic Board** is the primary institutional academic oversight and advisory body. Chaired by the Dean of Academics, this body advises the Commandant on all matters relating to academics and academic support. The board members are the Dean, Secretary, Department Chairmen, Center and Institute Directors, the Director of Academic Policy (Dean's assistant) and staff advisors. The Academic Board is the chief policy making body of the institution.

Department Chairmen direct the four teaching departments of the U.S. Army War College. The teaching departments are the Department of National Security and Strategy (DNSS), Department of Command, Leadership and Management (DCLM), Department of Military Strategy, Planning and Operations (DMSPO), and the Department of Distance Education (DDE). While the latter department has the primary responsibility for delivering distance education, the other three teaching departments provide instructors to support DDE during the summer resident phases. In addition, the other departments provide some assistance to DDE faculty in the development of course modules.

Coordinators (DDE only) are responsible to the Chairman, Department of Distance Education for the development, coordination and supervision of first and second year programs, which provide distance education instruction to Army War College students.

ORGANIZATION OF THE U.S. ARMY WAR COLLEGE

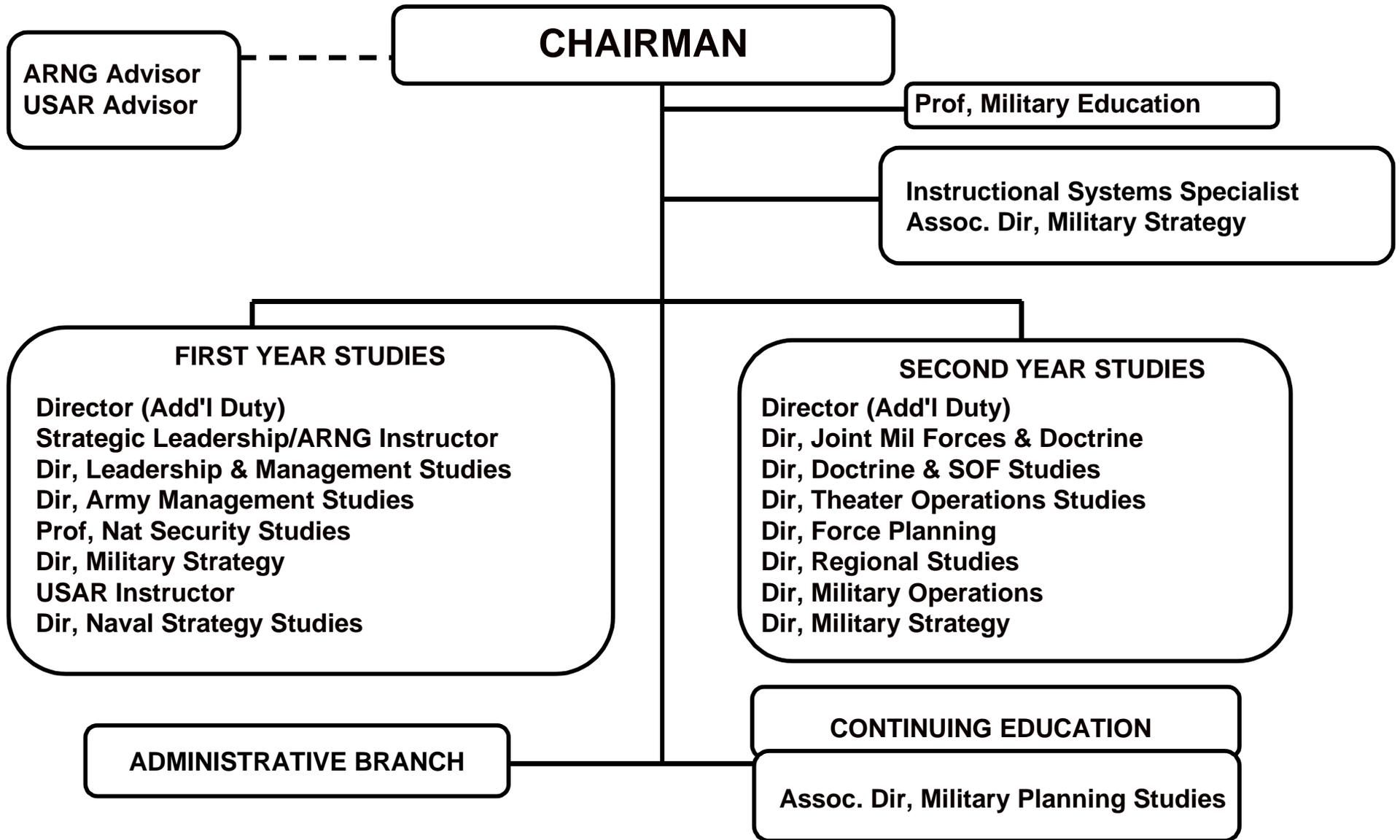


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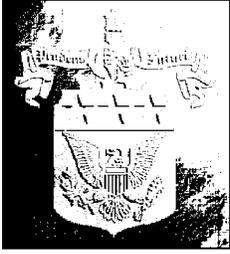
DCIA - Deputy Commandant for International Affairs
 USAG - United States Army Garrison
 DAA - Directorate of Academic Affairs
 DCLM - Department of Command, Leadership and Management
 DMSPO - Department of Military Strategy, Planning and Operations
 DNSS - Department of National Security Strategy
 DDE - Department of Distance Education
 DRM - Directorate of Resources Management

APFRI - Army Physical Fitness Institute
 SSI - Strategic Studies Institute
 CSL - Center for Strategic Leadership
 MHI - Military History Institute
 SSR - Senior Service Representatives
 RC - Reserve Components
 CIO - Chief, Information Officer
 CAO - Chief, Administrative Officer

ORGANIZATION OF THE DEPARTMENT OF DISTANCE EDUCATION



----- Denotes advisory responsibilities



Admission and Graduation

The Army War College does not accept individual applications into its Senior Service College programs except through special exceptions. Students are centrally selected by their component, thus USAWC receives its list of students by component, rather than receiving and processing individual applications. Active duty officers apply through HQDA as specified in AR 351-1, Army Reserve Officers according to AR 140-12 (and DA Pam 140-12), and Army National Guard Officers according to NGR 351-21. Department of the Army civilians, who also attend the program, must apply according to the standards in DA Pam 690-23. Other services should contact their appropriate educational office to determine eligibility and admission procedures.

Eligibility:

Military. To attend the United States Army War College an applicant must be a serving colonel or lieutenant colonel with at least 16 but not more than 23 years of service at the starting date of the course. Applicants must have completed the Command and General Staff College, or the equivalent, and should have completed a baccalaureate degree. Students who do not have a baccalaureate degree *are not* eligible for the award of a Master's Degree, once this institution is authorized to grant degrees. The years of service prerequisite may be waived for deserving officers by their component. Requests for waiver shall be endorsed by the applicant's immediate commander and will accompany the officer's application to attend the program.

Civilian. To attend the Army War College Department of the Army civilians must be an Army civilian employee at the grade of GS/GM-13 or higher. Application and selection is handled by the Office of the Assistant Secretary of the Army (Manpower and Reserve Affairs). Currently the Distance Education program at the Army War College only has authorized quotas for DA civilians. Other civilians of comparable rank working at other DOD, congressional or executive branches may apply as a special executive student to the Commandant through the Chairman, Department of Distance Education.

Service Obligation. Commissioned officers should remember that according to the provisions of AR 351-1, attendance at the Army War College incurs a two year service obligation.

Graduation Requirements.

To graduate from the U.S. Army War College through the Distance Education Course a student must:

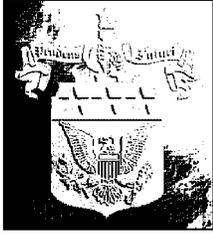
1. Successfully complete all Distance Education courses in sequence. Satisfactory completion of the individual course requirement is the only basis for receiving credit for the completion of the Distance Education Course;
2. Attend both resident sessions;
3. Possess a **Top Secret** security clearance.

Academic Records and Retirement Points.

Permanent Records. The Department of Distance Education maintains all records on current and former students. Once selected for the U.S. Army War College, each student will receive an administrative packet, which requires immediate attention. *The questionnaire included may be typed or legibly handwritten and must be returned to the College within 10 days after receipt.* A required part of your records is a **current photo**, which is to be returned to the DDE Administrative Office not later than 60 days after your enrollment in the course. If you fail to submit the officer questionnaire and a photograph to the College, evaluation of your course material will be delayed, placing you in academic jeopardy.

Retirement Points. Retirement points and credit hours for Army National Guard (ARNG) and U.S. Army Reserve (USAR) Officers not on extended active duty will be awarded on the student's Retirement Year End (RYE) date. It is **imperative** that ARNG and USAR students supply the College with the correct RYE date on the officer questionnaire. Points and hours are awarded for the successful completion of each course. Notification of retirement points will be accomplished by a Memorandum of Record, forwarded by the Administrative Office, to the student. This memorandum will be mailed to the student the month following the student's RYE date (as defined in AR 140-85 or in NGR 640-1) or upon termination of enrollment. The number of retirement points and credit hours to be awarded are shown at Appendix IV of this document.

Transcript. Once a student has graduated from the U.S. Army War College, a transcript is available upon request. If a transcript is sought for the purpose of attending a civilian academic institution, contact the DDE Administrative Office. The transcript will be sent directly to the registrar of the civilian institution with a copy furnished to the graduate. For a transcript to be official, it must be transmitted directly from the registrar of one institution to another.



ACADEMIC STANDARDS

The Department of Distance Education's program requires a high degree of academic rigor. The high academic standards have given the U.S. Army War College's distance education offerings respectability in both civilian and military education circles. As a result, the Distance Education course, the non-resident version of the Army War College program, has been recognized as a graduate level program. The War College student in both the resident and non-resident programs is evaluated against clearly delineated standards. Standards for student performances are defined for Written Submissions, Oral Presentations; Seminar Participation; and, Preparation for Seminar sessions. The standards are as follows:

Written Submission Standards. Since USAWC instruction is presented at the graduate level, written work is expected to be of graduate level quality in substance and form. In general, papers are expected to stress analysis and exposition rather than description and opinion. Papers are expected to be concise, complete, logically organized, and contain a clear and well-supported thesis. Written requirements are expected to reflect generally accepted rules of grammar and syntax and must fall into the word length specified in the course directive. Papers that exceed the specified length may receive a lower evaluation or the paper may be returned to the student for revision and resubmission. While students are encouraged to exchange views and solicit advice and opinions from others, written work must represent individual analysis and conclusions. It is not acceptable for students to use papers previously submitted to USAWC.

Plagiarism. Verbatim copying or paraphrasing from any source must be acknowledged by appropriate documentation or it will be considered plagiarism. Plagiarism or extensive paraphrasing without crediting the source violates standards of conduct expected of senior military officers and civilians. Plagiarism is not tolerated at USAWC and students whose submissions are plagiarized will be disenrolled from the course. (Additional comments on plagiarism are included in Appendix I.)

Oral Presentation Standards. Oral presentations given during the resident phases must be clearly and effectively given and reflect appropriate research and analysis. Length and content will be as specified in the course directive or as provided by the faculty instructor. Oral presentations will be evaluated based on organization, content, and delivery.

Participation Standards. During the resident phases students are expected to be actively involved in the seminar learning process. Seminar learning is a function of shared ideas, analysis, knowledge and responsibility for and contribution to seminar goals. Participation involves being a good listener, an articulate spokesman for a particular point of view, and an intelligent questioner or challenger of ideas. Your faculty instructor will evaluate your participation in seminar, following each of the two resident sessions, and this evaluation will be included in your student record file and annotated on the Student Academic Evaluation Report (AER).

Preparation Standards. You are required to complete required readings, research and study in advance of the requirement due date (or in advance of classes) as specified in course directives or as assigned by the faculty instructor. Adequacy of preparation is normally evaluated based upon the quality of the student's written submission, oral presentations or individual participation in seminar academic activities. An evaluation of your participation in seminar will be included in your file by your faculty instructor in a report, completed after the resident phase.

DDE Evaluation of Written Work. Assessment and feedback to each student, concerning the students' ability to communicate effectively and apply or demonstrate knowledge, is central to the educational process. DDE faculty members evaluate each paper and provide written feedback following the completion of each requirement. The faculty evaluators will evaluate papers on three major areas (content, organization, and style). Of these three areas, content will be weighted most heavily in the final, overall evaluation. In general, these evaluations will address the ability to gather information, to do research, to organize material logically, to compose and express thoughts clearly and coherently in effective prose, and to use the standard written English expected of officers and senior officials. The faculty evaluators will use one of the following terms in assessing your paper: outstanding, exceeds standards, meets standards, needs improvement, or requires resubmission. A more detailed explanation of these evaluation standards is as follows:

Outstanding.

- (a) Content. Presents insightful analysis. Conveys a rare depth of perception and an advanced understanding of concepts and ideas in the course materials and shows originality.
- (b) Organization. Extremely well organized and focused composition that leaves no doubt about the author's position or thesis. Author's writing plan is very evident throughout the composition. Establishes clear relationship among parts of the paper. Conclusion is well supported by body of the paper.
- (c) Style. Demonstrates clarity of thought and expression that is well above the standard expected. Communicates with rare clarity and efficiency. Writes fluently with expressive language. Readily evident that writer is in total command of writing skills. Writing contains no errors in syntax or grammar.

Exceeds Standards.

- (a) Content. Analyzes the situation convincingly. Conveys considerable perceptivity. Offers new or refreshing insights on topic/issues. May be original in approach, but clearly shows comprehension of course materials. Exhibits a critical attitude toward and approach to topic/issues. Supports generalizations with effective detail or illustrations. Well-reasoned work, with good evidence. Persuasive argumentation. Excellent development of concepts.
- (b) Organization. Tightly organized and well-honed composition. Speaks directly to the topic. Writes coherently, nicely establishing relationships among the parts of the discourse. Establishes and maintains rhetorical direction; the discourse moves along well. Good use of transitions between topics and ideas. Maintains consistent control of topic/issues. Effectively opens, develops, and closes the discourse.

- (c) Style. Writing demonstrates clarity in thought and expression. Writes fluently. Uses expressive language. Exhibits a strong sense of style. Technically correct: competent use of standard written English. Proper use and choice of words. Analogies, historical examples, figures of speech used to good effect. Original turns of phrase, well-crafted sentences, and good transitions between sections and paragraphs. Skillfully repeats key terms. Exhibits an appropriate range of vocabulary consistently using terms aptly.

Meets Standards.

- (a) Content. Mature ability to think issues through, gather information, and express ideas. Offers adequate analysis of evidence or situation and an appropriate comprehension of the course materials. Conveys some insight into topic/issues. Conveys sufficient knowledge, adequate for the situation. Writer uses sufficient information. Source material clearly acknowledged. Balances general observations or propositions with specific details. Writer properly justifies reasoning.
- (b) Organization. Thesis or writer's purpose is clear and unambiguous. Focuses effectively on the topic and sticks to it. Writes logically and persuasively. Writer's plan and approach are clear. Paper arranged in logical manner. Competently introduces, develops, and concludes the discourse. Conveys a sense of beginning and closing discourse (even though it may be incomplete). Conclusion present and adequately supported.
- (c) Style. Presentable work. Communicates points and arguments clearly. Good working knowledge of standard English, the standard written English expected of officers and senior officials. Avoids cumbersome passive and impersonal constructions. Uses language appropriately, if not strikingly. Effective transitions. Avoids long sentences. Displays adequate range of vocabulary. Controls conventions of standard written English. No habit of flawed English grammar and word usage. Text is proofread, free of spelling and punctuation errors.

Needs Improvement.

- (a) Content. Does not offer convincing analysis. Seems unable to provide any serious analysis. Offers little insight into the issues involved. Offers predictable, trite observations (to which the writer appears mostly uncommitted) and shows only a marginally adequate comprehension of the course material. Argumentation incompetent, incomplete, one-sided, or sparse in evidence or support. Uses easy, and largely unsupported generalizations, or uses profuse detail in support of very few significant points.
- (b) Organization. Organization and logical flow flawed. Paper is uneven in clarity or lacking in unity of purpose. Fails to establish effective, logical relationship among parts of the discourse. Avoids the topic. Writes more around the topic than to the topic. Develops the discourse sporadically, hesitantly. Haphazardly (and sometimes repetitiously) attempts development of topic but is largely unsuccessful. Rough transitions or no transitions and relates parts more arbitrarily or simply categorically than systematically.

- (c) Style. Little sense of style or boring style, burdened with cliches or thought and expression. Writer seems to be disengaged, largely uninvolved with topic/issues. Writer seemed confused, perplexed, or put off by the topic/issues. Sparse development of thoughts and ideas and often includes needless repetition. Demonstrates awkward choice of words and phrases. Writes indirectly, uses excessive passive verbs or passive sentence construction. Uses no metaphor or uses metaphors ineffectively. Exhibits limited vocabulary. Sometimes makes confused/confusing word choices.

Required Resubmission.

- (a) Content. Paper fails to offer any analysis or exposition, but is purely based upon description or opinion. Paper contains assertions and generalizations conspicuously without support. Contains serious flaws in logic. Paper does not demonstrate enough comprehension of the course materials, or writer fails to address subject required by the question.
- (b) Organization. The writer's topic, approach, and discourse pattern are not readily apparent early in the paper. Points, topics, or arguments are arranged in an illogical manner.
- (c) Style. Style and mechanics errors are so numerous that they are distracting and seriously impede understanding of the paper. Fails to properly apply rules of grammar, punctuation, and spelling. Fails to comply with basic guidance in regard to formatting and documentation provided in the student manual. Does not use effective sentences and paragraphs. Work is extremely sloppy reflecting a lack of proofing and attention to detail. In general, the work shows insufficient control of the syntax and grammar of standard English and is not presentable as the work of a senior officer or official.

REPORTING STUDENT PROGRESS

Feedback on student progress is provided by a number of methods. The primary method is written comments by evaluators in the margins and on the cover sheet of each student submission. Evaluator comments on each submission should be carefully reviewed upon receipt, to include suggestions regarding writing style, paper organization and content. Feedback is an integral part of the USAWC education process.

During the resident phases feedback will be provided to you by your faculty instructor concerning your seminar performance and class preparation. The dialog between you and your faculty instructor is an equally important part of the academic feedback process.

For official records the written part of USAWC feedback system is the academic feeder report and the Academic Evaluation Report (AER). An academic feeder report is completed by the faculty instructor at the end of Midcourse on each Distance Education student. The academic feeder provides a written assessment of each student's participation in Midcourse seminar which is included in the student's file. At the conclusion of End-of-Course (EOC), the feeder report, together with the faculty instructor's observations of the student's seminar performance at EOC and the academic record for written submission, will be combined into a Academic Evaluation

Report. The AER, or a similar document for non-U.S. Army students, is the only USAWC document that goes into your official personnel file and is the only record of your attendance that is available to outside agencies. USAWC is required to complete an AER on students that voluntarily disenroll or are disenrolled for academic reasons.

MEETING TIMELINES

The Curriculum of the U.S. Army War College is designed for completion in a two year time frame. All courses are to be completed in succession in this group-paced program.

Extensions. If a student has difficulty in meeting the course submission date, the student must apply for an extension. Extensions *may* be granted for valid reasons, but are seldom granted for a period exceeding 14 days. Students should avoid requesting extensions unless there is a bona fide reason. An extension erodes the time available to complete succeeding courses. Extensions for Courses 5, 9, and 10 will be granted *only* for students supplying compelling reasons. The request for extensions may be submitted in writing or telephonically to the coordinators of the respective student year groups prior to the due date of the requirement. The decision to grant an extension and the length of the extension will be determined on an individual basis. It is important that each student continue to progress through the course at the established schedule. A student who fails to progress according to the schedule *can be disenrolled* for failure to make satisfactory academic progress. *If a student is disenrolled, this action and the reason for it are included in the student's AER.*

Deferments. If, due to personal or professional reasons, a student is unable to meet the due dates in the submission schedule and cannot maintain progress in the course, a request for deferment should be considered. Request for deferments are to be sent through one of the following offices: CDR, PERSCOM; Chief, National Guard Bureau; Chief, Army Reserve; Marine Corps Reserve; Marine Corps; or for civilians, Central Programs Operations Division, ACTEDS, Management Branch. Deferments are granted for exceptional reasons and normally *for one time*, to the next class. When a deferment is requested through a student's command group, a copy must be furnished to the U.S. Army War College, Department of Distance Education. Requests for deferment may not be submitted after the initiation of disenrollment action. Pending the decision on deferment action, students must continue working on their course requirements, or the student will be faced with a considerable backlog of work. *DDE will not recommend the deferment of a student in an academically deficient status.*

ACADEMIC PROBATION

A student will be placed on academic probation for failure to make reasonable progress or for failure to meet academic standards. The purpose of academic probation is to ensure that the student understands that his/her current overall level of performance does not meet USAWC standards. Notice of probationary status will be in writing and will inform the student of the reason for this action. The letter will inform the student of the expected future improvement in performance. Failure to make reasonable academic progress or to meet standards is generally considered to consist of one or more of the following:

- (a) Two courses that require resubmission.
- (b) Resubmission of the same requirement, evaluated a second time as unsatisfactory.

(c) A total of three submissions which needed improvement. Papers needing improvement are defined as those that reflect a poor understanding of the material or are not written at the senior service college level.

(d) Three course submissions received later than the due date or extended due date.

Students in probationary status should devote their time to improvement of their academic performance. **A student in a probationary academic status will be considered for disenrollment if he or she:**

(a) Submits two additional unacceptable initial submissions.

(b) Continues to demonstrate a marginal understanding of material or poor preparation, to include unsatisfactory standards of written expression.

(c) Fails to submit work in a timely manner.

When three successive submissions that meet standards have been received, the student will be removed from probationary status. The requirement to continue to perform in a satisfactory manner is inherent in the removal of a student from probation. Therefore, any further difficulty in meeting the standard will be grounds for disenrollment.

DISENROLLMENT

In accordance with AR 351-1, paragraph 7a, on the recommendation of the Chairman, DDE may disenroll a student. A Distance Education Course (DEC) student may be disenrolled:

- for academic failure,
- for cause,
- or at the student's own request.

Failure to maintain academic progress. The DEC program is carefully designed to distribute a significant academic workload in an equitable yet manageable way that also allows for reflection. Students who fall behind the established submission schedule place themselves at extreme risk since there are no slack periods in the curriculum. When a student falls behind and, in the judgement of the Commandant, there is insufficient time before the summer resident phase to complete the year's work, the student may be disenrolled because of lack of academic progress.

Academic Failure. A student will be afforded two opportunities to submit an acceptable response to a requirement (the original submission and, if necessary, a resubmission).

(a) A student who submits an unacceptable response to a requirement will be advised of the deficiency (ies) in the original submission and will be required to rework and resubmit the response by an established suspense date.

(b) Should the second submission be unacceptable, the student will be placed on academic probation, or may be recommended for disenrollment.

(c) If a total of three submissions are submitted, which require resubmission, the student will be considered for disenrollment.

For Cause. A student may be disenrolled for cause. Violations of military regulations, the Uniform Code of Military Justice, and civil or criminal laws, may be grounds for such cause. Plagiarism in the submission of course requirements is grounds for disenrollment for cause. Such cases will be brought to the attention of the commands of individuals concerned for other actions as deemed appropriate.

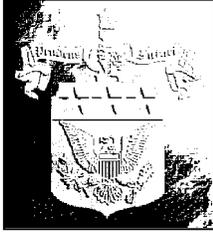
Withdrawal on Request. A student may withdraw voluntarily from the course by submitting a written request. Students withdrawing prior to 1 July, the year of their enrollment, shall submit their request to CDR PERSCOM. Request after 1 July shall be submitted to the USAWC, Department of Distance Education, stating the reasons for the requested action. The USAWC will notify PERSCOM, OCAR, NGB, OPM, USMC, USMCR, or Office of Personnel Management (as appropriate) of the voluntary withdrawal.

Academic Review Board

If the Chairman, Department of Distance Education, determines a student should be disenrolled for cause or for academic failure, the Chairman will inform the Dean of Academics.

- The Dean will convene an Academic Review Board composed of at least three faculty members that will be responsible for reviewing the evidence.
- The Dean will inform the student of the impending action and invite the student to respond in writing about the impending action.
- The Academic Review Board will make its recommendation to the Commandant based on the evidence submitted by the Department Chair and any mitigating evidence submitted by the student.
- If the Commandant determines the student should be disenrolled, he will inform the student in writing of his decision.
- The Commandant's decision is final on all disenrollment matters as specified in this regulation.

A student who has been disenrolled from the course for any reason will not be reconsidered for subsequent reenrollment or reinstatement. Any student disenrolled from the DEC will receive an AER that reflects this disenrollment. The Secretary will officially notify the student, by letter, of any disenrollment action and the reasons for disenrollment. A copy of the letter will be forwarded to CDR, PERSCOM; Chief, National Guard Bureau and State Adjutant General; Chief, Army Reserve; Office of Personnel Management; or Commandant of the Marine Corps (Code RAM-4), as appropriate. Upon notification by the Secretary's letter, all curricular material will be returned to the U.S. Army War College.



RESIDENT PHASES

BASIC ADMINISTRATIVE INFORMATION

The Distance Education Course includes two resident phases: one after the completion of the first year of corresponding studies (Midcourse Resident Phase) and the second, upon completion of the second year (End-of-Course Resident Phase). Each resident phase lasts two weeks. Resident phases permit the synthesis of individual solutions in seminar group sessions and provide students with the opportunity to attend lectures and gain access to classified material relevant to the course of instruction.

Attendance at both scheduled resident phases of instruction is required for successful completion of the curriculum. Students should plan to attend the resident phase for the class in which enrolled. In exceptional circumstances, permission to be deferred from resident phase attendance to attend a resident phase scheduled for the subsequent class may be granted for compelling reasons. Requests for deferment from resident phase attendance should be submitted in writing through appropriate command agency channels (with an information copy furnished to the U.S. Army War College, Department of Distance Education, Carlisle Barracks, PA 17013-5050) to:

- (1) Active Army — CDR, PERSCOM, ATTN: TAPC-OPB-D, 200 Stovall Street, Alexandria, VA 22332-0411. DSN: 221-3157. Commercial: 703-325-3158.
- (2) USAR — HQDA(DAAR-PE-P), Washington, D.C. 20310-2406. DSN: 329-3513. Commercial: 703-601-3513.
- (3) ARNG — Army National Guard Readiness Center, ATTN: NGB-ARO-TI, 111 South George Mason Drive, Arlington, VA 22204-1382. DSN: 327-7349. Commercial: 703-607-7349.
- (4) USMC — Marine Corps University, (TU 050P), Director, Continuing Education, 2076 South Street, Quantico, VA 22134-5068. DSN: 278-3533. Commercial: 703-784-3533.
- (5) USMCR — Department of the Navy, Headquarters, United States Marine Corps, ATTN: RAM-4, Washington, D.C. 20380-0001. DSN: 278-9125. Commercial: 703-784-9125.
- (6) Office of Assistant Secretary of the Army (Manpower and Reserve Affairs), ATTN: SFCP-COA, Hoffman Building II, 200 Stovall Street, Alexandria, VA 22332-0310. DSN: 221-3768. Commercial: 703-325-3768.
- (7) CDR, Naval Reserve Force, ATTN: Code N7, 4400 Dauphine Street, New Orleans, LA 70146.

ELIGIBILITY.

- a. Completion of the first five DEC courses constitutes a prerequisite for attendance at the Midcourse Resident Phase. Completion of the remaining five DEC courses must be accomplished in order to attend the End-of-Course Resident Phase.
- b. Security Clearance. As a Distance Education Course student you must possess a Top Secret security clearance. Students should ensure that their supporting security offices forward a certified true copy of their DA Form 873 (Certificate of Clearance and/or Security Determination), or other equivalent clearance certificate, to US Army War College, Security Branch, 122 Forbes Avenue, Carlisle, PA 17013-5219, immediately following selection for the program. Students' supporting security offices are responsible for initiating necessary investigations to obtain final Top Secret clearances for students requiring them, and for providing the required certification of that clearance to the USAWC. *Students are required to possess a final Top Secret security clearance in order to attend the resident phases.*

MILITARY PAY AND ALLOWANCES. Questions regarding military pay and allowances should be referred to the appropriate paying office. TPU/AGR and National Guard soldiers need to contact units.

IRR/IMA/DIMA/JRU soldiers will mail their pay packets to AR-PERSCOM, ATTN: ARPC-RMP, 1 Reserve Way, St. Louis, MO 63132-5200. A pay packet consists of 2 copies of orders, Form W-4 (Employee's Withholding Allowance Certificate), DD Form 2058 (State of Legal Residence Certificate), SF Form 1199A *or* DD Form 2762 *or* a copy of a voided check (Direct Deposit), DA Form 5960 (Authorization to Start, Stop or Change Basic Allowance for Quarters) with marriage license/divorce decree/court ordered child support as appropriate, and ARPC Form 3924 (Certificate of Performance). The pay packet may be mailed at the beginning of your tour and the ARPC Form can be mailed NLT five days after you complete the tour.

TRAVEL (LODGING AND PER DIEM)

All travel for IRR/IMA/DIMA/JRU/TPU soldiers will be processed through DNO/DFAS-IN, Dept 3700, 8899 East 56th Street, Indianapolis, IN 46249-3700. Questions should be referred to 1-800-332-7366.

FULL TIME TRAINING (FTT) AND ACTIVE DUTY FOR TRAINING (ADT) TOURS

Full Time Training and Active Duty for Training Tours for the purpose of attending a resident phase are authorized for officers of the Reserve components under the provisions of Chapter 4, paragraph 4-2, NGR 350-1 and AR 140-1.

DRESS REQUIREMENTS

The Army Green uniform (Class A) will be worn at selected activities during both resident phases. Periods of wear will be established in the Weekly Schedule. Members of other Services will wear their Service equivalent uniform. When the Army Green uniform is not specified, Army personnel may wear the Class B uniform with or without tie, or civilian coat and

tie. Military personnel may wear civilian attire in lieu of the uniform, when the wearing of a uniform is not specified. When civilian attire is worn, a suit coat with social name tag will be worn in the hallways on the first floor of Root Hall, except adjacent to the offices in the “C” wing. The coat is not required to be worn on the second and third floors. Civilian students wear business attire, i.e., coat and tie for men and equivalent dress for women.

Civilian casual attire may be worn during non-duty hours. Casual is defined as slacks, sport shirt, and/or sweater for men and dress, skirt or slacks with top for women, when in a non-duty or leave status and during duty hours when in non-classroom related research. Duty hours are considered to be 0800-1630, Monday-Saturday. During non-duty hours, more casual attire to include shorts and blue jeans may be worn.

Regulation name tags will be worn with the military uniform. A student social name tag is provided for wear with civilian clothes at curricular functions and on field trips. Students are encouraged to wear their social name tags at social events when the uniform is not worn. Security cards are provided for each student during the resident phases. They are only worn while attending classified lectures in Bliss Hall or entering Collins Hall.

PHYSICAL FITNESS. Weight, appearance and a sustained program of physical fitness continue to be a matter of special emphasis throughout the Army. Students must meet Army weight standards as described in AR 600-9 at the time of their acceptance into the program. Upon arrival for both the Midcourse and End-of-Course Resident Phase, all U.S. Army students will submit the physical certification form during in-processing (sample copy at Appendix V).

DUTY HOURS. The usual academic week is Monday through Saturday. This time will be allocated to scheduled curricular activities, individual and seminar group research, discussion, and study. Duty hours at the College during resident phases are normally from 0800 to 1630 hours. Evening and weekend sessions may be scheduled during this period, as required, to meet course objectives.

LEAVES AND ABSENCES

Attendance at all scheduled curricular activities (lectures, question periods, panels, seminars and seminar group discussions, work sessions, and presentations) is mandatory. This includes evening and weekend academic activities as specified by the Department Chairman. Requests for absence during duty hours will be made to the Chairman, DDE, after securing the concurrence of the seminar faculty instructor and the seminar group chairman. Seminar group chairmen are responsible for reporting to the Chairman, DDE, those students who are absent from curricular activities without a previously approved excuse.

Requests for leave or absence should be submitted to the Chairman, DDE, for approval. When required, requests for leave due to emergencies will be approved by the Chairman, DDE. After duty hours, leave due to emergencies will be approved telephonically by the Chairman, DDE. The Chairman, DDE, will pass information on absences to the USAWC Secretariat to keep the Deputy Commandant and Commandant informed. Permission is not required for absence during non-duty hours.

TELEPHONE SERVICE

Seminar study rooms are equipped with telephones which are restricted to official calls. Study room telephones are not to be moved to seminar rooms. The following types of telephone service are available at USAWC:

- (1) Commercial phones are the primary means of making long distance phone calls. There are an extremely limited number of DSN lines available at the U.S. Army War College. Staff from the Department can assist you in converting numbers from DSN to commercial.
- (2) Official Long Distance Calls. To place official commercial long distance calls within CONUS, dial "95," the area code, and the seven digit commercial telephone number you desire. For OCONUS calls, dial "96," "011," the country code, city code, and the local number.
- (3) Unofficial Direct Distance Dialing from telephones in USAWC is not authorized.
- (4) Personal Unofficial Calls may be made from pay phones located throughout USAWC.
- (5) Secure Voice (a STU-III) telephone is the only telephone authorized for classified communications at the USAWC. One is available for student use in the Special Office, Room B-12.

A facsimile machine is located in the DDE Administrative Office (C204). The phone number is (717) 245-4570. Only transmission of official material is allowed.

POSTAL SERVICE

The USAWC Mail Room located in Root Hall provides individual mail delivery and dispatch services for members of the Distance Education Course. Included in these services is the delivery of personal registered, insured, and certified mail. The Carlisle Barracks Branch Post Office is located in Building 46 and sells stamps and money orders and dispatches personal, registered, insured, and certified mail. Window hours are 1000 to 1400, Monday - Friday.

Mail to Distance Education Course students during the resident phases should be addressed as follows:

LTC JOHN DOE
DDE 2001
U.S. Army War College
122 Forbes Avenue
Carlisle, PA 17013-5243

Personal/official mail addressed as shown above will be picked up at the DDE Admin Office after notification is posted in the student mail boxes.

NON-ATTRIBUTION POLICY — REFERENCE TO GUEST LECTURERS' REMARKS

Full freedom of expression is encouraged during all academic endeavors. Participants may speak openly, as it is the policy of the College that others will not later attribute their statements to them in public media or forums or knowingly transmit them to persons who will. When it is necessary to refer to remarks by a previous speaker, make that reference in general terms so as to protect the previous speaker's identity.

It is permissible to include USAWC lectures in bibliographies of research papers, but to do this, specific written permission must be obtained from the speaker.

AUDITORIUM: PROCEDURES FOR LECTURES IN BLISS HALL

In preparation for Bliss Hall lectures, chimes/bells sound throughout Root and Bliss Halls 10 minutes before the starting time of Bliss Hall activities. You must arrive in time to be seated two minutes prior to the starting time. Chimes/bells at two-ring intervals indicate that attendees are ready for the entrance of the Commandant's party. When the auditorium lights flick off and on, this signals the entrance of a general officer or a distinguished guest. Students will rise on the entrance alert. In addition, at the end of the session, students and faculty will rise and remain standing until dismissed by a faculty member. An individual student should rise when asking a question of a guest speaker. Students will remain seated when guests return to the auditorium for question and answer periods.

Food and Drinks are not permitted in Bliss Hall lobby or auditorium.

Bliss Hall Lectures

For each resident phase, the College invites highly qualified persons to address students in the Bliss Hall Auditorium. As a general rule, lectures are scheduled for 50 minutes, followed by a break and then a question and answer period. The question and answer period affords students a valuable opportunity to probe more deeply into the views examined by the speaker.

PERSONNEL AND PHYSICAL SECURITY. *A Top Secret security clearance is required for all DDE students.* During the resident phase, DDE students will, upon verification of clearance, be issued a security identification card. The Security Card will be displayed when attending classified lectures in Bliss Hall. It will be worn at all times when visiting Collins Hall. Because it authorizes access to classified presentations and the USAWC Classified Library, it must be protected from unauthorized use. This card will be collected during outprocessing. If the card is forgotten, a temporary card can be obtained from the Root Hall Security Guard. Actual or suspected loss of a security card must be reported immediately to the USAWC Security Manager.

Bliss Hall and Root Hall have selected restricted areas and require display of your security identification card for access. Cameras, recording equipment, and radios are not

permitted in these areas, or elsewhere within the USAWC where classified discussions are underway or classified materials are displayed.

Family members are authorized unescorted access to Root Hall, Monday through Friday from 0600 to 2200, Saturday from 0800 to 1800, and Sunday from 0900 to 1900. On weekends, and after 1730, Monday through Friday, all students, staff, faculty, and family members will sign in and out at the Security Desk in the Root Hall lobby.

Bliss Hall, Wil Washcoe Auditorium, and seminar and study rooms are cleared for classified discussions through SECRET, with the following stipulations:

- (1) Clearances must be verified in advance by the Security Manager for all visitors or guests participating in lectures or discussions involving classified information.
- (2) During classified discussions in seminar rooms or study rooms, doors must be closed, telephones and televisions turned off, and only cleared personnel present.
- (3) Classified information must not be discussed on telephones or in the coffee shop or other common access areas, such as hallways or the Mail Room Lobby.

DOCUMENT SECURITY

Midcourse and End-of-Course Resident Phase students usually will not be issued classified course materials.

Since the possibility of using classified materials exists, a security officer will be designated for each seminar group. The seminar group security officer will ensure that good security practices are stressed to group members, and in the event classified materials are used, will receive from Classified Records Branch all classified material to be used by the group. The group security officer will issue classified materials to group members, and will collect all classified materials prior to the conclusion of the course and return them to Classified Records Branch.

Classified material may be obtained by cleared personnel from the USAWC Classified Library or the Classified Records Branch (Room SB08, Root Hall). All classified materials must be secured in a security container when not in use. Open storage of classified information is not authorized in student, staff, or faculty office or work areas. If classified notes are generated during presentations or discussions they must bear appropriate classification, downgrading and declassification markings, and be protected as described in AR 380-5.

When individual security containers are put in use, Standard Form 702, the Security Container Check Sheet located on each container, must be annotated each duty day. Containers will be locked when the assigned safe custodian is not present.

All classified materials must be returned to the issuing point prior to the close of the resident phase. Any questions on security matters should be referred to the Chief, Security Division, Room B12, Root Hall, (Ext. 53233).

VISITORS TO USAWC

Unofficial Visitors. Unofficial visitors, including family members, are welcome to the USAWC facilities. Students are responsible for ensuring that their family members and guests

are appropriately attired. Adult family members and guests are expected to adhere to the minimum USAWC Dress Code requirements for casual attire. Children are exempted from this standard; however, sponsors are to ensure children entering Root Hall wear clothing that meets reasonable standards of good taste. The Root Hall Sentries have been provided instructions on enforcement of minimum dress code requirements. Sponsors should ensure that family members and guests are aware of the dress code in order to prevent embarrassment. Visits by young unescorted children are not authorized. Since dependent ID cards are not normally issued to children under 10 years old, children under 10 must be escorted by an adult at all times. Inappropriate behavior by dependent children will be brought to the attention of the sponsor. Escorted visits are not made to areas where classified information is displayed or discussed.

During non-duty hours USAWC facilities are not open to the general public. As a student, you may sponsor guests, including visiting family members and civilian friends, for whom you are responsible and willing to escort.

Official Visitors. If individuals visit the USAWC to conduct official government business, the sponsor must have the visitor forward his security clearance to the Security Manager's office. This must be accomplished for all official visitors, regardless of rank, except for those general officers and high-ranking civilians who are at USAWC to address the entire class in Bliss Hall. However, security clearances should be sent to USAWC Security Office for all other members of the party of those general officers and high-ranking civilians. Upon arrival, the visitor will receive and wear the appropriate visitor's security card. The visitor can sign in and receive his card or the sponsor can sign for the card and present it upon arrival. Visiting general officers and their civilian counterparts are not required to wear security cards. All other members of a general officer or high-ranking civilian party must receive and wear the appropriate security card.

INSTRUCTION AT RESIDENT PHASES

The seminar group is fundamental to the U.S. Army War College methodology. It is the principal mechanism for review and discussion of curricular material and for the presentation of student study efforts. It also serves as a forum for group analysis, research, study, and problem solving as well as preparation of group oral and written reports. Dissent in a logical, tactful, and convincing manner is encouraged. The seminar may be conducted with a variety of instructional purposes, all having in common predetermined learning objectives. Examples of these purposes are:

- Review and discussion of material studied or presented in the preceding instruction. Such discussions may be based upon an agenda expressed in broad terms. The primary purpose of such discussion should be to synthesize and develop conceptual understanding.
- Consideration of new material or exploration in depth of particular subject matter. In addition, the faculty instructor may provide a highlighted document including a general plan for conduct of the discussion, discussion points for each agenda item, and other appropriate items, such as a list of alternative policies, the pros and cons of debatable issues, or suggested models of problem solving.

- Consideration of a discussion topic. The discussion topic may be published as a separate document or as a directive appendix if a substantial amount of background information is appropriate to the topic. The document may include both faculty written material and selections from authoritative sources, presenting opposing views of controversial subjects.
- Consideration of a case study. Case studies are published as separate documents and focus on a narrative account of a factual or hypothetical set of events from which the learning objective may be derived. Case studies may concern decisions that have been reached, actions that were taken, or problems that are in the process of developing, and are presented in sufficient detail to permit others to understand the facts and forces at play.

Lectures are also scheduled to enrich the seminar experience. For each resident phase, the College invites highly qualified persons to address students in the auditorium. As a general rule, lectures are scheduled for 50 minutes, followed by a break, a question and answer period and seminar group discussion. The lecture method is regarded by the College as primarily a vehicle for direct communication of authoritative opinions and insights. It is used to afford students the advantages of timely insights into issues of national security and strategy. Information on past lecturers may be obtained from the Library Reference Section. Taped recordings of a number of past lectures are maintained in the Library and in the Military History Institute. Excerpts from these may be used on closed circuit television in seminar rooms, when appropriate.

The question and answer period following the lecture affords all students a valuable opportunity to probe more deeply into the views expressed by the speaker and on occasion to present contrary views — their own or those of others. Questions and comments should be clear and brief. Only one question at a time should be put to the speaker. However, related questions are encouraged to further clarify the issue. If views presented by a student were derived from a previous speaker, they may not be attributed to the speaker by name, position, or title. This is in compliance with the College's long-standing non-attribution policy. No exceptions are permitted.

ADDITIONAL SEMINAR ACTIVITIES

Politico-military simulations, international relations exercises, warfighting exercises or other decisionmaking simulations may be scheduled. Both computer-assisted and manually conducted simulations are used at the College.

Noontime Lecture Series. These presentations are held during both resident phases. Their purpose is to provide a forum for an exchange of ideas with selected faculty members or guest lecturers and students concerning their views and experiences on a variety of command, management, and strategy issues. These discussions are held in an informal atmosphere. Student attendance in these sessions is voluntary.

Required Readings. Required readings are collections of pertinent works which are normally published by the College in selected reading volumes. These readings increase student understanding and appreciation of the subjects covered in each unit of instruction. The range of diverse views contained in these readings prepares the student for critical appraisal of the contents of lectures and for detailed questioning of lecturers. When listed in the directive,

required readings are to be read prior to the conduct of the units of instruction with which they are associated.

Student Requirements. Individual preparation for each day's scheduled activity includes reading the introduction, learning objectives, student requirements, and central points for each unit of instruction. Bibliographic items may be reviewed. Such preparation enhances the understanding of, and appreciation for, informed participation in the question and answer periods following lectures and during seminar group discussions. Some units of instruction in the USAWC curriculum may contain group requirements. These involve broad issues applicable for group study and discussion. Students working alone or as members of a subgroup may be designated to conduct research and report on assigned portions of an issue and to defend their viewpoints. A minority report in the form of a non-concurrence to that portion of the group effort which is not acceptable to a student's personal view may be prepared. A comprehensive appraisal of the issue is achieved only when there is complete student participation in the group study effort.

THE SEMINAR GROUP SYSTEM

ORGANIZATION OF SEMINAR GROUPS

The student seminar group is the center of academic activity at the USAWC. During inprocessing, information on seminar group assignments is provided which designates seminar group chairmen, assistant chairmen, and other positions.

The *faculty instructor* (FI) is the person responsible for facilitating the seminar group's learning process. He serves to:

- Link the curriculum and the student body.
- Explain the USAWC objectives and place course studies in context with the remainder of the curriculum.
- Provide academic direction to the group and coordinate its academic efforts and performance.
- Assist members of the seminar group in understanding the objectives and requirements for group performance.

The *faculty instructor* plays an active, not a passive role. The FI's primary role is to facilitate discussion and serve as an adviser as well as a teacher. He evaluates group and individual performance and provides prompt and effective feedback and counseling to individuals and the group. He guides the group's discussions and provides specific instruction, information, and guidance. He questions alleged facts and assumptions and guides the seminar group to ensure that sound analytic methods and a proper research basis are maintained during discussions and in the execution of group efforts.

In matters affecting the academic organization of the group and its accomplishment of group tasks, the faculty instructor usually exercises his influence through the seminar group chairman with whom he must be in closest communication. He advises the seminar group

chairman on how to organize the group to best accomplish its discussion tasks and group requirements, and defines the standards which the group must meet.

The **seminar group chairman** is a student who is primarily responsible for the performance of the nonacademic administrative and social activities of the group. In addition, the seminar group chairman (under the supervision of the faculty instructor) organizes and directs the seminar in its accomplishment of group academic requirements. The seminar group chairman has a triple function: he has administrative duties that are his alone; he is the leader in the seminar group effort to achieve substantive results for which the seminar group as a whole is responsible; and, he contributes to seminar group study as an individual. Specific functions that he usually retains are:

- Responsibility for administrative and social matters concerning the seminar group.
- Preparing a planning calendar and a schedule for seminar group work.
- Supervising preparation for seminar group presentations including necessary writing of reports, training aids, and rehearsals.
- Keeping the faculty instructor informed of seminar group progress and need for assistance.
- Maintaining attendance.
- Attending morning meetings with Chairman, DDE.

The **seminar group chairmen** designated for the Midcourse Resident Phase and the End-of-Course Resident Phase will meet with their respective faculty instructors on the Sunday afternoon before the start of these resident phases. The purpose of this meeting is to ensure that the objective, scope, and requirements of the course, the time factors involved, and the seminar group relationship with the faculty instructor are understood. If indicated, the faculty instructor may suggest an appropriate organization of the seminar group, a methodology for attack of academic requirements, a reasonable scheduling of tasks, deadlines for reports and visual aids, and a scope and format for reports. If appropriate in the course of the study, he may suggest that certain aspects of the problem be further considered, researched, and discussed to ensure that findings are logically reasoned and soundly supported.

The administrative organization of the seminar group is left to the discretion of the chairman. He may appoint subgroups and various assistants for effective performance of the many administrative and substantive functions. To make best use of seminar group talents and interests, he should consult student biographies. Some assistants and subgroups and their functions might be as follows:

- ◆ **Assistant chairman.** This officer is designated in the course directive. He is in fact the seminar group vice-chairman who assists the chairman in the accomplishment of his duties and may be assigned additional responsibility for administrative details such as:
 - ❖ Drawing materials from the Library.
 - ❖ Supervising seminar room arrangement for meetings (the course directive assigns regular seminar rooms to each seminar group).

- ❖ Assisting the chairman in the conduct of seminar group meetings, particularly in following the agenda time schedule.
- ❖ Acting as chairman during the absence of the chairman.
- ◆ **Seminar group secretary** (permanent recorder). (As Required) Some duties might be to:
 - ❖ Record all matters needed for future reference arising from seminar group meetings.
 - ❖ Maintain master copies of all working papers.
 - ❖ Arrange for reproduction of seminar group material.
 - ❖ Assure that working papers to be discussed by the seminar group as a whole are distributed in sufficient time to permit their prior study by seminar group members.
- ◆ **Seminar group security officer.** (As Required) Each seminar group chairman will appoint one group member as group security officer. This individual will perform or monitor the following:
 - ❖ Receive classified curricular material from Classified Records Branch for distribution to seminar group members and ensure such material is returned at the course conclusion.
 - ❖ Establish procedures to ensure that security inspections are conducted of seminar and study rooms at the end of each duty day. Such inspections should include:
 - Checking of all safes to ensure they are locked and the Standard Form 702 has been annotated.
 - Inspecting rooms to ensure areas are free of classified material except that stored insecurity containers.
 - ❖ Ensure that all doors are closed, telephones and televisions are disconnected, and only appropriately cleared personnel are present prior to classified discussions in study or seminar rooms.
 - ❖ Advise the group chairman and members on security related matters.
 - ❖ Coordinate, as necessary, with the USAWC Chief, Security Division.
 - ❖ Report security violations and hazards to the Chairman of the Department of Distance Education and the USAWC Chief, Security Division.
 - ❖ Ensure security policies contained herein are applied in the conduct of group activities.
- ◆ **Social chairman.** This individual makes arrangements as to time, place, charges, and invitations in connection with seminar group social functions. The Commandant's policy encourages social activity so long as it is not extravagant and does not interfere with the College program. Usually, student seminar groups have one "get acquainted"

type activity during each resident phase. Wearing of social name tags at such gatherings is encouraged.

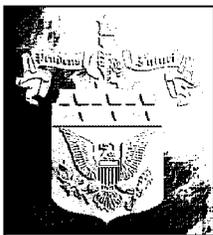
- ◆ **Gift Committee representative.** U.S. Army War College Classes normally present a gift to the College. The selection of the gift is accomplished through a gift committee consisting of a member from each seminar.
- ◆ **Yearbook Committee representative.** Each DDE graduating class is included in the Army War College Yearbook. Each seminar will appoint a yearbook representative to facilitate the inclusion of seminar activities.
- ◆ **Other subgroups.** Additional subgroups may be appointed by the seminar subgroups, by the group chairman, or by the faculty instructor as needed to fulfill academic requirements.

SEMINAR GROUP RESPONSIBILITIES

- a. As previously indicated, either of the two-week resident phases may include one or more requirements to be completed by the seminar group. All pertinent information regarding each phase and the associated requirements are described in a directive issued just before the beginning of the respective resident phase.
- b. The success of the seminar group system depends on active, enthusiastic, and thoughtful participation by each student. Each member should think of himself/herself as an important part of a team upon which a specific responsibility has been placed. Each member is responsible to the seminar group for contributing his/her best efforts to the team task.

A Distance Education Student Seminar Group in Session

Students are divided into seminar groups of 15-17 for the Resident Phases. The College uses the seminar group system as the major vehicle for instruction during the resident phase. In seminars students are challenged to clearly express their ideas developed during the distance education phase and defend them during group discussions with their peers. Seminar group membership, formed for Midcourse, remains the same for the End-of-Course Resident Phase.



Academic “Year,” DDE Class of 2001

First Year Studies

May 14, 1999	Mail out, Welcome packet and Course Introduction.
May 28, 1999	Course 1, mailed.
August 2, 1999	Course 1 due .
July 30, 1999	Course 2, mailed
October 12, 1999	Course 2 due .
September 27, 1999	Course 3, mailed.
December 6, 1999	Course 3, due .
December 1, 1999	Course 4, mailed.
February 18, 2000	Course 4, due .
January 28, 2000	Course 5, mailed.
April 10, 2000	Course 5, due .

MIDCOURSE RESIDENT PHASE—June 18–30, 2000

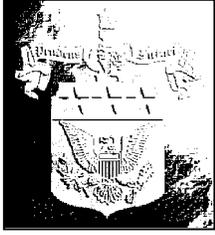
Second Year Studies

June 12, 2000	Course 6, mailed.
August 30, 2000	Course 6, due .
August 9, 2000	Course 7, mailed.
October 25, 2000	Course 7, due .
October 5, 2000	Course 8, mailed.
January 10, 2001	Course 8, due .
December 13, 2000	Course 9, mailed.
March 2, 2001	Course 9, due .
February 18, 2001	Course 10, mailed.
April 24, 2001	Course 10, due .

END OF COURSE RESIDENT PHASE—July 8–20, 2001.

Graduation

July 20, 2001.



CORE PROGRAM OF INSTRUCTION

The following is the core program of Distance Education instruction. It consists of a series of 10 courses, taken over a two-year period, which closely replicates the instructional material in the resident course. Each Course is composed of several lessons. The lesson is the basic unit of instruction and consists of selected readings and other educational materials that support accomplishment of course objectives. Course performance is evaluated through writing and exercise requirements. Individual student requirements are subjective in nature, based on required study, and designed to ensure that course objectives are attained.

COURSE INTRODUCTION

(DDE. 500)

INTRODUCTION TO STRATEGIC LEADER EDUCATION

This course is designed to prepare the student for education at the strategic leadership level. It serves to introduce the student to methods of learning used at the U.S. Army War College Department of Distance Education, and introduces the student to adult learning concepts, critical thinking skills, and graduate level writing skills. Mastery of these skills is essential for the student to successfully complete the two year U.S. Army War College curriculum.

COURSE 1

(DDE. 501)

STRATEGIC LEADERSHIP

This course introduces and begins the student's transition to the strategic level of leadership. It serves as the underpinning of all Army War College studies. It serves as the foundation course and focuses student attention on the uniqueness of strategic leadership; demonstrating the importance of values-based ethical behavior, decisionmaking, and culture setting; evaluating historical leaders in the context of the strategic environment, competencies and skills; and applying the fundamental learning and critical thinking techniques. Course 1 consists of three lessons. The first, Strategic Leadership Environment, requires the student to analyze and assess the factors, influences, ethics, and culture of the strategic leadership environment and how these effect strategic leader decisions. Lesson 2, Strategic Leadership Skills, examines the skills, knowledge, attributes and competencies required of strategic leaders. Lesson 3, Historical Perspectives of Strategic Leadership, provides the student the opportunity to gain an appreciation through a historical case study of the strategic leader environment.

COURSE 2
(DDE. 511)
NATION-STATES, WAR, AND STRATEGY

While Course I addresses the challenges of leadership at the strategic level and the competencies required to function in that arena, Course 2 provides insights into the evolution and nature of the modern state and a broad common understanding of the fundamental nature of war and strategy. Course 2 gives the student an overview of the basic concepts of strategy including some of the key ideas of classical military theorists of Landpower, Seapower and Airpower. Students who are not conversant with the last 500 years of political-military history in the west will find a great deal of new and interesting material. Those more familiar with this material should gain new insights into war and strategy. Course 2 consists of three lessons. Lesson 1, The Evolution of the Modern State System and the Role of War, provides introductory material on the evolution of the modern state and the role war played in the modern state system. Lesson 2, the Theory and Nature of War, requires the student to examine the ideas of several theorists, focusing on the thoughts of Carl von Clausewitz, and then has students study prevalent ideas on the nature of future war. Lesson 3, Strategy and Its Theorists, focuses on the strategic thought process and the different levels of strategy. Lesson 3 also introduces the U.S. Army strategy model. Similar to Course 1, Course 2 provides material that will be used in courses for the remainder of the program.

COURSE 3
(DDE. 521)
NATIONAL SECURITY POLICY AND STRATEGY

This course describes the United States system for the formulation of national security policy and national security strategy. The first lesson analyzes national security decisionmaking and the domestic environment and outlines the Interagency process with emphasis on the organization and procedures of the National Security Council (NSC). The specific and legitimate role of the military in national security planning and policy making receives particular attention. The second lesson presents concepts and models applicable to the analysis of national security policy. The role of national interests and their levels of intensity (priority and importance) are central. The identification of elements of national power and their specific application complement the analysis of the criteria of the use of force. The role of international organizations, particularly the UN and NATO, in the pursuit of U.S. national interests is also included. The third lesson evaluates the various philosophical approaches to development of national security and foreign policy. The current (1999) National Security Strategy is analyzed by each student according to the ends, ways and means model used by the Army War College. The course concludes with a consideration of possible appropriate national strategies for the future. This course sets the stage for the examination of National Military Strategy in Course 4.

COURSE 4
(DDE. 531)
CONTEMPORARY U.S. NATIONAL MILITARY STRATEGY

Course 4 provides the student, as a future leader in the strategic environment, with an understanding of the basic tenets and elements of U.S. military strategy. The course includes the interrelationships and issues which involve the Joint Strategic Planning System; the Joint Operations Planning and Execution System; and the DOD Planning, Programming and Budgeting System. The student gains a basic understanding of the affect of the Goldwater-Nichols Defense Reorganization Act of 1986 on the Department of Defense. The U.S. national military strategy is studied as well as the role of U.S. forces in relation to Alliances and Coalitions. Course 4 consists of three lessons: The Development of National Military Strategy; Defense Organization and Planning at the National Level; and Defense Organization and Planning at the Service Level. The material included in Course 4 is a logical follow-on to the lessons presented in Courses 1, 2, and 3 and provides a significant background for second year studies.

COURSE 5
(DDE. 541)
REGIONAL STRATEGIC STUDIES

This course leads the student through a world assessment focusing on the principal characteristics of six major geographical regions. After a review of U.S. Foreign Policy and an identification of the challenges to U.S. national interests in one of six regions, Course 5 focuses student efforts on understanding and applying political, economic, military and socio-psychological elements of power. To do this, each student will develop a regional strategic appraisal; conduct a disciplined analysis of policy related to a key regional interest; and develop a policy recommendation on an specific issue within an assigned region. During the Midcourse Resident Phase, students will be required to demonstrate this knowledge. Each seminar will have two to three students who are assigned to a specific region and who will brief and lead discussions on these regional interests. Through this process of shared learning, all regions of the world are studied and, at the same time, faculty members are provided the opportunity to evaluate student research and oral presentation skills. The regional breakdown of the world is as follows: Lesson 1, Global Overview; Lesson 2, Europe; Lesson 3, Sub-Saharan Africa; Lesson 4, The Middle East; Lesson 5, Asia Pacific; Lesson 6, the Americas; and Lesson 7, Russia and the Newly Independent States (NIS). Course 5 is a key course which applies the elements of power identified in Courses 2, 3, and 4, to specific areas of the world and sets the stage for transition into second year studies.

MIDCOURSE RESIDENT PHASE
(DDE. 549)

Midcourse resident phase provides the first year student with an opportunity to review and reinforce some of the course material in the first year of study and gives an opportunity to better understand the interrelationships between the five courses that make up the first year of

studies. Of equal importance, Midcourse offers the DDE student a formal introduction to second year studies. An important element to this preview is an introduction to the North African Campaign Planning Exercise. This is a “carrier scenario” that will continue throughout second year studies as a means to apply newly learned concepts.

Midcourse also offers a number of new instruction activities for the Distance Education student. These include seminar discussions, case studies and exercises, lectures and an exposure to all of the unique resources that are offered at Carlisle Barracks. For example, activities such as staff rides and physical assessments are a part of the program as are special noon time lectures. Students have their first opportunity to visit and work in the USAWC Library and the Military History Institute. Of equal importance, Midcourse allows DDE students to function in a seminar group and through the development of a seminar bond, students have the option, during second year to discuss instructional materials and even meet in abbreviated seminar groups.

COURSE 6

(DDE. 551)

ORGANIZING JOINT AND MULTINATIONAL FORCES

Course 6 introduces students to the warfighting segment of the curriculum with lessons that focus on operational art and the methods of organizing joint and multinational forces. The student studies doctrine, participates in case studies, and analyzes a futuristic North African Campaign Planning Exercise. In the initial lesson, the student studies key elements of the operational art, their interdependent relationships and how they are integrated to provide the construction of major operations and campaigns. The course design assists students in understanding the perspective of joint force commanders who must order their thoughts when constructing campaigns, subordinate campaigns and major operations. The second lesson requires the student to analyze force organization in two historical case studies (Korea and Desert Storm). The student will utilize the North African Campaign Planning Exercise, which was introduced during Midcourse, as a key learning vehicle. The course uses joint doctrine as a basis to analyze how forces are organized for combat in the case studies and the North African Campaign Exercise. This course is a building block for concepts introduced in Midcourse and provides the basic information necessary for lessons in Courses 7 and 8.

COURSE 7

(DDE. 561)

JOINT FORCES AND DOCTRINE

Course 7 builds on previous courses while continuing the transition, begun in Course 6, from the strategic to the operational level of war where campaigns and major operations are planned, conducted and sustained to accomplish strategic objectives within theaters or areas of operations. Students will examine the processes used by theater commanders to develop their mission requirements, formulate their intent and prepare their estimate. Students will learn the applicability of the Joint Operational Planning and Execution System to deliberate planning, how deliberate planning is adapted in crisis situations, and the importance of the commander’s

strategic estimate. Additionally, students will gain an appreciation for strategic logistics considerations and joint interdiction operations in support of theater operations. Students will apply what they learn in the North African Campaign Planning Exercise.

COURSE 8

(DDE. 571)

JOINT AND COMBINED THEATER WARFARE

Course 8 explores the relationship between theater military objectives and the operations necessary to achieve them-both joint and combined (multinational) operations. Students are given an understanding of the fundamentals of campaign planning and how to prepare key elements of a subordinate joint force commander's estimate. This course consists of two lessons: Critical Analysis and the Estimate Process; and Coalition Counterattack Within Theater. This course uses two historical case studies and a practical application using the North African Campaign Planning Exercise. This course also gives students an appreciation for joint amphibious operations. This course continues the process of building on concepts introduced in Midcourse and draws heavily on the instructional material introduced in Courses 6 and 7.

COURSE 9

(DDE. 581)

CONFLICT TERMINATION

This course links national political interests and aims, as stated in the National Security Strategy and in military terms in the National Military Strategy, to the conflict termination objectives which have been included in the campaign plan. A significant and too often ignored part of the campaign plan are the stated conflict termination objectives which are in part based on the stated strategic objectives or desired end states. The achievement of conflict termination objectives is based on a continual update and revision of the campaign plan to ensure it is in concert with the strategic objectives. Key in this process is an understanding of the elements of power and the relative position of military power as only one of the elements which can be used to achieve strategic objectives. In addition, this course explores the underlying causes of war to fully understand the nature of factors that create conflicts. A historical case study and the North African Campaign Planning Exercise are then used for practical application of conflict termination doctrine and theory.

COURSE 10

(DDE 591)

MILITARY OPERATIONS OTHER THAN WAR (MOOTW)

This course explores the theory and doctrine of the U.S. military's role in Military Operations Other Than War. Specifically, the student will develop an understanding of the principles and planning considerations for joint/multinational/coalition MOOTW operations. In addition, the student gains an understanding of MOOTW operations involving joint/multinational/coalition

military forces at the Joint Task Force (JTF) level. The students also gain an understanding of coordinating and cooperating with numerous non-military players to include non-governmental organizations (NGOs), Private Voluntary Organizations (PVOs) and international organizations (IOs). This course applies theory and doctrine by utilizing two vehicles, a historical case study (Trieste 1945) and a practical application using the North African Campaign Planning Exercise.



Aerial View: U.S. Army War College at Carlisle Barracks, Pennsylvania

END-OF-COURSE
(DDE599)
END-OF-COURSE RESIDENT PHASE

End-of-Course allows students to apply knowledge gained in preceding courses to exercises and case studies. In the process it causes students to assess and discuss the current issues facing the defense establishment, understand the interaction of the elements of power across the spectrum of conflict, and expand knowledge of the planning process at the OSD/JCS/CINC levels. End-of-Course is designed to be the focal point of the Distance Education Program and builds upon and complements the previous two years of instruction.



End-of-Course offers a number of special activities including Advanced Courses, special noon time lectures, Health Risk Appraisal and a formal Graduation ceremony, which is mandatory for all students.

ELECTIVE COURSES

Every student in the Distance Education Course is required to take an elective course during the End-of-Course Resident phase. Electives provide students with instruction in a specialized subject which will build on the knowledge gained during the two year program and which will be either of personal or professional interest. The list of offerings varies from year to year. Courses in the Elective Program are taught by either DEC or resident course instructors. Examples of courses traditionally offered follows.

Critical Thinking (DDE. 504). This course is designed to provide a greater understanding of critical reasoning and enhance critical thinking skills. The course will present and discuss the elements of critical thinking and the various critical reasoning techniques. Following each presentation, the students will complete an exercise and/or a project designed to demonstrate and apply critical thinking techniques.

Human Performance and Health and Fitness in the Army (DDE. 505). This course provides a review of selected factors that impact on the performance of individual soldiers. Among other topics, we will examine battlefield stress and sleep deprivation, physical fitness training and policy issues, training injuries and methods of injury prevention, Army weight standards, Army cardiovascular screening program, occupational physiology, and healthy backs and back injury prevention.

Civil War Strategy Exercise (DDE. 514). This course provides students an opportunity to apply to an historical case study the strategic concepts they have learned in their 2 years of study. It presents them with the situation in the United States in mid-1861 and allows them to derive from the policies of the Federal and Confederate governments the military objectives, strategic concepts, and resource requirements to fight a major war. Students will also develop military advice on the application of the other elements of national power to secure national objectives.

The Military Officer and the Media (DDE. 507). This course examines the senior military officer's relationship with the media. It includes the media's legitimate demands on officers and the military services and the functions that Public Affairs Officers perform in support of missions and military organizations.

The European Campaign: The Ardennes Offensive (DDE. 515). This course supplies a brief survey of strategy and senior leadership during the European campaign and then focuses on Hitler's Ardennes Offensive. It includes a overall history of the offensive and lessons learned in the areas of strategy, planning, leadership, and resourcing the force.

Weapons of Mass Destruction (DDE. 597). The course is designed to provide the student with a basic understanding of strategic and operational WMD and the current debate over their control/employment. Included in the course material are topics such as counter-proliferation and non proliferation issues, increasingly sophisticated means of delivery, of largely NBC weapons.

Army After Next (DDE. 594). Army After Next is a special USAWC program whose purpose is to explore the broad trends that are expected to shape the national security environment in the

2025 time frame, and to develop a variety of future Army configurations in support of these alternatives. AAN is to be a continuing, wide ranging, unconstrained research effort whose ultimate purpose is to inform the Army's leadership of what alternatives are plausible and why.

The Diplomatic Art (DDE. 513). This Course will look at case studies in diplomacy and negotiation from the practitioners of history and U.S. strategic interests. The cases studied will be related to U.S. national security interests and many will have involved political-military issues. The format of the course will be lectures, some research and student-led seminar discussions.

Future Warfare (DDE. 515). This course is in some respects an extension of concepts introduced in earlier courses, such as Courses 2, 4, and 6, and brings the student into the concepts of warfare in the 21st century. The course will describe discuss and assess the joint and service concepts and emerging doctrines for warfare in the near future. Maximum use of joint and service publications related to future warfare will be stressed.

Information Warfare-Issues (DDE. 595). This course considers the impact that the information revolution is having on military operations, i.e., the emerging concept of Information Warfare. The course begins with the birth of Internet and rapidly applies informational problems such as, security vs. privacy, and offensive and defensive issues, relating to information warfare.

Logistics Issues For the 21st Century (DDE. 564). This course requires students to examine the critical issues to be faced in logistics support in the next century. Topics include; downsizing, reengineering of the military force structure, a reshaped international defense industrial base, privatization and outsourcing of logistical functions, service title 10 functions and the role of the Unified CINCS, the necessity of the revolution in military logistics, and the technological potential to reshape military logistics support. All of this will be done in the context of the information revolution, Force XXI, the Army After Next, the focused logistics of Joint Vision 2010, and the revolution in military affairs.

Human Relations and Diversity (DDE. 503). Students will learn about individual and group values, behavior, attitudes and group conflict in society and the Armed Services today. Students will be provided the tools to leverage the diversity within their organizations to insure a successful team. They will be provided basic information on various cultural relationships that exist within American Society and the United States military. The case study method will be used throughout the course.

Theater Strategy and Campaign Planning (DDE. 575). This course provides the Army War College student with another opportunity to apply strategic and operational art, joint doctrine and campaign planning. Emphasis is on theater, national and multinational strategy; operational art; and the synchronization and integration of joint forces and functions for a regional conflict. The course promotes interaction among students and faculty concentrating on the integration of service and support systems.

Military Strategists: Past and Present (DDE. 512). This course is designed to provide a greater understanding of the theory and application of military strategy than afforded by the core

curriculum. The course will enable students to further analyze and assess the strategic thought of classical and contemporary military strategists.

SOF Advanced Course (DDE. 564). This course is designed to provide an overview of special operations, missions, weapons systems, and command structure. A secondary objective for the course is to educate the student on how to access and employ SOF forces from a CINC's staff prospective. The course will look at case studies demonstrating the need for specialized missions. Students will participate in student-led seminar discussions and be assigned case studies to brief and lead discussion.

ELECTIVE WRITING PROGRAMS

These separate options are available to Distance Education Students, providing them with an elective offering, during the second year program. A student may be considered for one of these programs. The programs and procedures for applying are as follows:

USAWC Writing Program. The writing program is an elective offering available to all DEC students in good academic standing. Each spring of the first academic year a letter of invitation is sent to all first year students inviting students to apply for participation in this program. Participants will be selected from among the applicants based on demonstrated writing and academic ability. If accepted, the student can select a topic of individual choice as long as the selected topic will:

1. Be of relevance to national security issues or will relate to the conduct of war on the theater or above level.
2. Center on senior leadership issues, theoretically or historically.
3. Provide insights into regional issues.
4. All papers must be thoughtful, logical, and quality written products which will meet the written standards of the U.S. Army War College.

Student papers that have successfully met these standards will be reviewed by faculty for a USAWC sponsored writing award. In addition, some students have forwarded papers to various publications and have been published. Students that complete a writing project will receive constructive credit for one of the five second year courses.

Division Command Lessons Learned. Beginning with the Class of 1996, DEC students were given the opportunity to participate in the Division Command Lessons Learned (DCLL) program. This program is executed by USAWC/Military History Institute (MHI) under the staff supervision of ODCSOPS. DCLL interview questions are supplied by DCSOPS and give DEC students the opportunity to interview active duty Army officers on training, organization field operations leadership and ethics. Students may apply for participation in this during the spring of their first academic year and will be selected based on their geographical proximity to the officers which MHI wants to interview. MHI provides equipment for interviewers and has transcripts typed and edited. Students who complete this program will receive credit for one of the second year courses.

Senior Officer Oral History Program. The Senior Officer Oral History program is offered to both resident and nonresident students and is administered through the Military History Institute. The purpose of this program is to record the detailed histories of key senior leaders by using USAWC students as interviewers. A slate of senior officers to be interviewed is developed by MHI, though students may propose key officers, and MHI will work with students in the preparation of interview questions. Application procedures are identical to that of the DCLL program and constructive credit for a second year course is also awarded for this program.

STAFF RIDES

During the resident phases all Distance Education Course (DEC) students participate in the staff ride program. Staff rides have long been a part of officer professional education in the U.S. Army and are integrated into the Distance Education Course as a part of the required instruction program. Staff rides to Antietam and Gettysburg allow officers to study leadership and strategy of the North and South in two significant Civil War campaigns. Although terms such as operational and strategic centers of gravity, decision points, and culminating points were not in the military lexicon of that time, students should consider these modern concepts and senior leadership and military art in these campaigns.

Antietam Staff Ride. Scheduled for a Saturday session during Midcourse, this staff ride permits students to consider this battle, which occurred on September 17, 1862, as a part of Robert E. Lee's first campaign into the North. Thus, students will review and assess senior leadership on the battlefield at the Battle of South Mountain, the siege of Harper's Ferry, and the culminating battle of the campaign on the banks of Antietam Creek.

Gettysburg Staff Ride. Scheduled for a midweek instructional activity during End-of-Course, the staff ride to Gettysburg gives the DEC student the opportunity to study Lee's second and last major campaign into the North. It encourages students to consider Lee's and Jefferson Davis' strategy to wage a successful campaign and possibly affect the course of the war.



DEPARTMENT OF DISTANCE EDUCATION

ADMINISTRATION

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Professor Rich Yarger serves as Chairman of the Department of Distance Education. Prior to this appointment he was an Associate Professor of National Policy Issues for the Department of Distance Education. He has a Bachelor's degree in history from Cameron University, a masters in Human Relations from the University of Oklahoma, and a Doctorate in History from Temple University.

Dr Yarger is a retired Army officer with 27 years of active duty service as a field artillery officer. He served in Vietnam, Korea and Germany as well as numerous assignments in CONUS. When he retired from active duty in 1992, was Director of Force Development, DDE, U.S. Army War College. He has also served for a number of years as an adjunct faculty member at Wilson College.

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Samuel J. Newland is Professor of Military Education in the Department of Distance Education. He is a graduate of Evangel College and of Pittsburgh State University. Where he received his Bachelor's and Master's Degree in history respectively. He received a Masters in Philosophy and a Ph.D. in History from the University of Kansas. He is a graduate of the Command and General Staff College at Ft. Leavenworth and of the U.S. Army War College.

Dr. Newland is a life long educator and historian. He has taught middle school, high school, College and for 8 years served as the director of a state Community College system. He is the author of numerous books and articles on modern German history, military history and modern military firearms. He also has served in the Kansas Army National Guard, the Pennsylvania Army National Guard and on Active duty with the U.S. Army. Prior to accepting a position with the Department of Distance Education, he was an Analyst with the Strategic Studies Institute.

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COL George F. Barber is the Department of Distance Education's Coordinator for First Year Studies and the Director of Leadership and Management Studies. COL Barber has a Bachelor's degree in English from Murray State University and an M.Ed. in General Education from Boston University and an MA in National Security and Strategic Studies from the Naval War College.

He is a Field Artilleryman with 28 years of service. After commanding a battalion at Fort Sill, he served as the director of Training and Doctrine for the Field Artillery School, and Simulations Management Officer in the Depth and Simultaneous Attack Battle Lab. He served as the Operations Officer (S3) for the 18th FA Brigade and the G3 for XVIII Airborne Corps Artillery during deployment for Operation Desert Shield.

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COL Ken Jaccard is the Department of Distance Education's Coordinator for Second Year Studies and the Director, Theater Operations. COL Jaccard has a Bachelor of Science degree from the U.S. Military Academy and a M.A. in Public Administration from the University of Missouri at Kansas City. He is a graduate of the U.S. Army Command and General Staff Officers Course and a 1994 graduate of the U.S. Army War College.

COL Jaccard is an infantryman with 29 years of service. Assignments include both CONUS and overseas. He has served in command positions from platoon to battalion level. He served in staff positions from battalion to division level and a tour in MILPERCEN. Prior to his assignment to the Army War College, he was assigned to the Office of Defense Cooperation Turkey (ODC-T) as the Army Directorate Chief and then as the Deputy Chief, ODC-T.



DEPARTMENT OF DISTANCE EDUCATION

FACULTY

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Marland J. Burckhardt is a retired Army Colonel working as an Army War College contract instructor. Prior to retirement he was the Director of Leadership Development, DCLM, USAWC. COL Burckhardt has Bachelor's degrees in Political Science and Secondary Education from the University of Minnesota and a Master's degree in Human Resource Management from the University of Utah. His professional military education includes Infantry and Military Intelligence basic courses, Military Intelligence advanced course, Ranger and Special Forces Courses, Army Command and General Staff College, and the U.S. Army War College.

COL Burckhardt served in a variety of infantry, special operations, and military intelligence positions to include G2 XVII Airborne Corps during Desert Shield/Storm. He commanded Military Intelligence and Recruiting Battalions and a Military Intelligence Brigade. He served as a Special Forces intelligence officer in Vietnam.

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Colonel Boose completed a 30-year career in the U.S. Army as an Infantry Officer and a Northeast Asia Foreign Area Officer, serving in Vietnam, Korea, and Japan and in the positions of Secretary, United Nations Command Component of the Military Armistice Commission in Korea and Assistant Chief of Staff, J-5 (Chief of Strategic Plans and Policy), U.S. Forces Japan. He taught on the faculty of the Command and General Staff College and the Army War College, where he was Director of Asian Studies prior to his retirement from active duty in 1992.

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Dr. Clegg is a contract faculty instructor of the Army War College, Department of Distance Education. He received his Bachelor's degree from the University of Rhode Island, a Master's degree from the University of Wisconsin and a Ph.D. in geography from the University of Maryland. He is a 1990 graduate of the Army War College.

Dr. Clegg is a retired active duty Colonel with 24 years of military service. He is a veteran of both the Vietnam and Gulf wars. He has commanded at the LTC and COL levels, and has had two joint assignments. His teaching experience includes assignments at the U.S. Military Academy, the University of Maryland, the Armed Forces Staff College, the Marine Corps Command and Staff College, and the American Military University. Since his retirement from active duty he has held both Federal Civil Service and government contract positions.

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Colonel Cunningham completed a 27 year career in the U.S. Army as a Military Intelligence Officer and a Latin America (Spanish) Foreign Area Officer. He served in the Western Hemisphere Section, Politico-Military Division, ODSCOPS and as a delegate to the Inter-American Defense Board. He also served as Assistant Army Attache in Mexico and as Defense and Army Attache in Nicaragua. Colonel Cunningham taught on the faculty of the United States Military Academy and the Army War College, where he was Director of Americas Studies prior to his retirement from active duty in 1990. Since his retirement, Colonel Cunningham has served as a contractor in analyzing, developing and writing Latin America related small scale contingency scenarios for recent Strategic Crisis Exercises held at the Center for Strategic Leadership, U.S. Army War College.

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COL James E. Gordon is Director, Regional and Special Operations Forces Studies. COL Gordon has a Bachelor of Arts degree in Sociology from Central State University in Wilberforce, Ohio and a Master of Science degree in Human Resources from Golden Gate University in California.

He is an Armor Officer with more than 25 years of service. After commanding a Tank Battalion at Schweinfurt Germany, he served as the Chief of Operational Plans for the Deputy Chief of Staff Operations at USAEUR headquarters in Heidelberg Germany. Prior to commanding the tank battalion, he served as the Chief of Joint Readiness, IG at U.S. Atlantic Command and then as a BDE XO in the 5th Mech Div at Fort Polk, LA. Following his completion of the U.S. Army War College in 1996, he joined the Department of Distance Education.

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COL Groh is is a career Armor officer. He received his Bachelor's degree from the U.S. Military Academy and a Master's degree in National Security Affairs from the Naval Post Graduate School.

COL Groh has served the nation in a number of capacities since his graduation from the USMA. He spent a considerable part of his career in cavalry units and has held both troop and squadron commands, most recently he was assigned as Deputy Division Chief, J-5/NATO in the Office of the Joint Chiefs of Staff.

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LTC Gary Kirk is an Air Force Officer assigned to the Army War College on a joint tour. LTC Kirk earned a Bachelor's degree in Education from Marshall University and an MS in Educational Administration from Chapman College. He is a graduate of the Air Command and Staff College and the U.S. Army War College.

LTC Kirk has served in a variety of assignments during his 19 years of active duty with the U.S. Air Force. He has served as a navigator with a C-130 squadron and was Chief of Officer programs at Randolph Air Force Base. Previous instructor experience was gained when he was an instructor and Division Chief, Squadron Officer School at Maxwell Air Force Base. Prior to attending the U.S. Army War College, he was Commander of the 313th Recruiting Station. He is currently the course author for Course 10, Military Operations Other Than War (MOOTW).

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CDR Pattee is a Naval Officer assigned to the Army War College as the Director of Naval Strategic Studies in the Department of Distance Education. He holds a Bachelor of Science degree in Mechanical Engineering from the University of Washington and a Master of Military Art and Science from the U.S. Army Command and General staff College.

CDR Pattee is a submarine officer with over 15 years of service. He has held assignments in both attack and ballistic missile submarines. He has served as the Executive Officer in the ballistic missile submarine USS Tennessee (SSBN 734) (Gold), Engineer Officer in the attack submarine USS Gurnard (SSN 662), and as Weapons Officer in the attack submarine USS Pollack (SSN 603). Additionally he has served as Radiological Controls Officer in the submarine tender USS Orion (AS 18), which was homeported in La Maddalena, Italy.

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COL Reynolds is currently on a sabbatical leave to complete a doctorate at Temple University. He holds Bachelor of Arts Degree in Philosophy from the University of Illinois - Chicago, and a Master of Arts in International Relations from St. Mary's University - San Antonio, TX. He is a graduate of the U.S. Army Command and General Staff College and the U.S. Army War College.

COL Reynolds is an Infantryman with 28 years of service. He has held numerous command and staff positions both in CONUS and overseas. Highlights of his career include assignments as a Battalion Commander; Brigade Executive Officer; Chief of Plans, 3d U.S. Army Forward Command Post; Corps Plans Officer, XVIII Abn Corps; Division G3, Chief of Current Operations; Brigade Operations Officer; Battalion Operations Officer; and as an Observer Controller at the National Training Center and the Battle Command Training Center.

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COL Fred Sadrak is an Army Reserve, AGR Finance Officer. His civilian education includes a Bachelor's degree in Business Administration from the University of Tennessee and a Master's degree from Webster University. Col Sadrak is a graduate of the Command and General Staff College and a 1998 graduate of the U.S. Army War College.

A career Army finance officer, COL Sadrak has served in various positions during a career that combines both Army Reserve and AGR. Some of the key highlights of his active duty time includes his service as Deputy Chief of Staff of Resource Management in Dhahran during Desert Shield/Desert Storm and his recent position as Defense Resource Manager on the Joint Staff.

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COL Jeffery Waite is a Title X Tour officer who is a member of the Missouri Army National Guard. He received a Bachelor of Science degree from Southwest Missouri State College and a Master of Science in Business Administration from Boston University. He is a graduate of the U.S. Army Command and General Staff College, United States Marine Corps Staff Officers Course, the Air War College and the U.S. Army War College.

COL Waite is an Ordinance Officer who has commanded the Equipment Maintenance Center-Europe, at the battalion level and has had force structure experience. He also previously served in the Army's educational system and from 1984-1987 was Assistant Professor of Military Science at Hofstra University. From 1991-1993, he was Deputy Assistant Commandant at the Ordnance Center and School. Since 1997 he has been on the Army staff as Military Assistant for Army National Guard for the Assistant Secretary of the Army. (IL & E).

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Terry was an Armored Cavalry Officer with 30 years of Army service. He served in the 2nd and 11th Armored Cavalry Regiments and commanded the 1st Squadron 9th Cavalry in the 1st Cavalry Division. He served on exchange to the New Zealand Army for two years and was the U.S. Army Attaché to Australia, New Zealand and Papua, New Guinea for three years. His instructor experience includes two years in the Department of Tactics, at the USACGSC and eleven years at the U.S. Army War College. COL (R) Wallace is a past Chairman of the Department of Distance Education.

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COL Werner is a Military Intelligence Officer with 27 years of service. After commanding a battalion in Augsburg, Germany, he served in subsequent assignments with the Defense Intelligence Agency that took him from the Pentagon to the American Embassy in Germany and then to Japan. COL Werner arrived during the summer of 1997 from an assignment in Japan with the Defense Intelligence Agency.

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COL White serves as the department's Director of Joint Military Forces Doctrine. COL White has a Bachelor of Science degree in Business Administration from South Carolina State College and a Master of Science degree in Human Relations from American Technological University. He is a graduate of The U.S. Army Command General Staff College, USMC Command and Staff College, Armed Forces Staff College and the U.S. Army War College.

COL White is a Signal Corps Officer who has commanded at the company, detachment, and battalion levels. He recently served in ODCSLOG, HQDA, has had 3 tours in Korea, and was with the Combined Task Force for Operation Provide Comfort.

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Dr. Wilborn is a contract faculty instructor with the Department of Distance Education. He received a Bachelor's degree in journalism and a Master's degree and Ph.D. in political science at the University of Kentucky. He is also a graduate of the U.S. Army War College.

Dr. Wilborn retired from the Strategic Studies Institute of the U.S. Army War College after over 21 years of service as Research Professor of National Security Affairs. Prior to coming to Carlisle, he taught international relations and political science at James Madison University and Central Missouri State University. He is the author of numerous studies, monographs, and articles on nuclear doctrine, military strategy and operational art, and East Asian security issues.

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Colonel, (USAF Retired) Ken Womack is a contract instructor in the Department of Distance Education. He has a Bachelor's degree in Engineering Mechanics from the United States Air Force Academy, Colorado Springs, Colorado, and a Master's Degree in Systems Management from the University of Southern California. His professional military education includes the U.S. Army War College and the U.S. Armed Forces Staff College.

Col Womack is an Air Force operations officer with 24 years of Air Force service. As a command pilot, he has over 3,900 flying hours in the U-2, T-38 and B-52 aircraft in a variety of operational assignments. He commanded an operational U-2 detachment and commanded the 1st Reconnaissance Squadron, responsible for training all Air Force U-2 pilots for worldwide reconnaissance duty. He was a fully qualified joint specialty officer, serving two tours with the U.S. Joint Chiefs of Staff where he managed the worldwide reconnaissance program and directed the Chairman's Joint Exercise Program for senior military and civilian leaders in the Department of Defense and other government departments and agencies.

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COL Wright, is the Director of Conflict Termination and the End of Course Coordinator in the Department of Distance Education. He holds a Bachelor of Science degree in Physical Science Education from the University of Oklahoma–Norman, Oklahoma and a Master of Science in Curriculum and Instruction from Oklahoma State University–Stillwater, Oklahoma. He is a graduate of the U.S. Army Command and General Staff College and the U.S. Army War College.

COL Wright is a Signal Corps officer serving in the USAR-AGR program with 25 years of Reserve and Active Duty service. Previous assignments include: Assistant Director for Enlisted Education Programs in the Office of the Under Secretary of Defense for Personnel and Readiness; Chief, Distribution and Readiness Branch, Directorate of Military Personnel Management, Office of the Deputy Chief of Staff for Personnel; AGR Program Policy Coordinator, Office of the Deputy Chief of Staff for Personnel; and Chief, DA Secretariat for Selection Boards, Office of Promotions–Reserve Components, Total Army Personnel Command.

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Professor Barrie E. Zais is the Professor of National Security Studies, Department of Distance Education, and is course author for Course 3, National Security Policy and Strategy. He holds a BS degree from the U.S. Military Academy and MA and Ph.D. degrees in history from Duke University. He also attended the Senior Officials in National Security Course, John F. Kennedy School of Government, Harvard University.

Professor Zais completed a 30-year career in the U.S. Army, serving in Vietnam, Korea, and Germany and in the positions of Chief of Staff, 4th Infantry Division and Commander, 3rd U.S. Infantry Regiment. He taught on the faculty of the U.S. Military Academy, West Point, New York and the School of Advanced Military Studies (SAMS), Command and General Staff College, Fort Leavenworth, Kansas. He was Chairman of the Department of Military Strategy, Planning and Operations, U.S. Army War College, prior to his retirement from active duty in 1995.



**DEPARTMENT OF
DISTANCE EDUCATION**

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CDR Birdwell served his last five years of active duty at the Army War College, first as a member of the resident class of 1992, and then as a faculty member in the Department of Military Strategy, Planning, and Operations. He was a career Navy officer who was retired from active duty in 1996 with 21 years of military service.

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LTC Thomas J. Mangan serves as an Associate Director of Military Planning and as part of the college's Continuing Education Program. He is the course author and instructor for the pre-MEL-1, Defense Strategy Course (DSC). He holds a Bachelor of Science degree from the United States Military Academy and is presently completing his Masters in Public Administration through Shippensburg University.

He is an Infantry officer and has served at various levels of organization to include battalion, brigade, installation, echelons above Corps in NATO, and at Department of the Army. During Operation Desert Storm he was a member of Joint Task Force-Proven Force based in Turkey. After his duties as a battalion S-3 in 4-12 Infantry (Mech) in Germany he moved to DA, ODCSOPS where he served three working congressional and reserve component affairs for both the ADCSOPS and DCSOPS. He also assists in the planning and execution of other Continuing Education Programs.

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LTC Mellott is Assistant Director of Military Planning in the Department of Distance Education. He holds a Bachelor's degree in Agricultural Engineering from Pennsylvania State University and a Master's degree in Civil Engineering from Pennsylvania State University. He is a graduate of the Engineer Basic Course and the U.S. Army Command and General Staff College. He is also a licensed engineer in Pennsylvania

LTC Mellott is an Army Engineer with 16 years of service. He has had numerous assignments in his branch to include Company Commander, battalion XO and Project Engineer for the Pittsburgh District. Prior to his assignment to the U.S. Army War College he was Division Chief, Headquarters, U.S. Army Engineer Command at Fort Leonard Wood, Missouri.



OTHER PROGRAMS

The Department of Distance Education also offers several pre- and post-MEL-1 educational opportunities. Pre-MEL-1 studies consist of the Reserve Component National Security Issues Seminar Course and the Defense Strategy Course. Post MEL-1 educational opportunities consist of the Adjutants General National Security Seminar, the Senior Reserve Component Officers Course and the Strategic Leaders Refresher Course. Both the Defense Strategy Course and Senior Leader Refresher Course are open to qualified officers of all components and can result in the awarding of retirement points for Reserve officers. Additional information regarding these courses and an explanation of the application procedures can be obtained by viewing the pages listed below or by contacting the Department of Distance Education at:

U.S. Army War College
Department of Distance Education
122 Forbes Avenue
Carlisle, PA 17013-5243
DSN: 242-3510
COMM: (717) 245-3510
TOLL FREE: 1-800-453-0992, extension 3510

ADJUTANTS GENERAL NATIONAL SECURITY SEMINAR (AGNSS)

The first Adjutants General National Security Seminar (AGNSS) was conducted at the U.S. Army War College in September 1990. The seminar provides an opportunity for the 54 state Adjutants General to come to Carlisle Barracks annually for one week during the Resident Course. The primary purposes of the seminar are to update the Adjutants General on national security issues and provide an opportunity to participate in an executive wellness program. Participants have the opportunity to exchange ideas with the resident class on issues affecting the Total Force as well as provide the Active Component officers with insights regarding issues confronting the National Guard senior leadership. The format generally consists of lectures followed by question and answer periods and small group discussions. The Adjutants General also have an opportunity to participate in several resident student seminar discussions. All current Adjutants Generals are invited to AGNSS on an individual basis. For more information about this specific program, Adjutants Generals can contact the Army National Guard Advisor to the Commandant at:

U.S. Army War College
ATTN: ARNG Advisor
122 Forbes Avenue
Carlisle, PA 17013-5243
DSN: 242-3543
COMM: (717) 245-3543
TOLL FREE: 1-800-453-0992, extension 3543

DEFENSE STRATEGY COURSE

The U.S. Army War College has offered the Defense Strategy Course (DSC) to U.S. Army Active and Reserve Component officers since 1984. This six-month, Distance Education course is offered twice each year. Fifty active duty, twenty-five U.S. Army Reserve, and twenty-five Army National Guard officers can be accepted for each course. Officers enrolling must:

- Have credit for CGSC/equivalent schooling (MEL-4).
- Not be enrolled in or have completed a Senior Service College program (MEL-1).

The purpose of the Defense Strategy Course is to improve student understanding of the national security strategy of the United States in a complex and changing environment. This correspondence course focuses on the development of national security strategy, going beyond just the military dimension of that strategy. The required readings, which are provided, address the national security policy making process and the important interrelationships between the political, economic, and socio-psychological dimensions of strategy. The Defense Strategy Course is divided into three subcourses: Subcourse 1, *Introduction to Strategy: Historical and Theoretical Fundamentals*, offers an historical look at the evolution of important strategic thought and provides a theoretical and conceptual basis for examining our current national strategy. In Subcourse 2, *Developing U.S. National Security Strategy*, students study the evolution of U.S. strategy, particularly in the twentieth century, develop a basic understanding of the policy making process and then review our current national security strategy. Finally in Subcourse 3, *Assessing U.S. National Security Strategy*, students consider the complex interaction of current domestic, regional and international factors and their influence on the ability of the United States to execute a national strategy. Each subcourse requires a 1250-1750 word analytical essay. Approximately 6-8 hours of reading per week are considered necessary. No formal Military Education Level is awarded for completion of the Defense Strategy Course. All students that complete the course will receive an Army War College Certificate signed by the Commandant. Active Component graduates will have this course included on their Officer Record Brief (ORB) as a school attended/completed with the Code designation NAH. National Guard and Army Reserve graduates will have the course noted on their DA Form 21 (Personnel Qualification Record/Part II) in Block 17 (Civilian Education and Military Schools). Reserve officers, based on their duty status, receive 105 credit hours which could apply toward their retirement points. Interested officers may request enrollment as follows:

ACTIVE DUTY: Write directly to your
Assignment Officer:

U.S. Total Army Personnel Command
ATTN: TAPC-OPB-D
200 Stovall Street
Alexandria, VA 22332-0411
DSN: 221-3158
COMM: (703) 325-3158

ARMY NATIONAL GUARD: Through
Command Channels to:

Army National Guard Readiness Center
Individual Training Branch (NGB-ARO-TI)
111 S. George Mason Drive
Arlington, VA 22204-1382
DSN: 327-7344
COMM: (703) 607-7344

ARMY RESERVE: Through
Command Channels to:

Commander
U.S. Army Reserve Personnel Center
ATTN: ARPC-PSV-BB
9700 Page Blvd.
St. Louis, MO 6312-5200
DSN: 892-0673
COMM: (314) 592-0673

RESERVE COMPONENT NATIONAL SECURITY ISSUES SEMINAR (RCNSIS)

The Reserve Component National Security Issues Seminar (RCNSIS) was first conducted by the U.S. Army War College at the direction of the Secretary of the Army in April 1984. It is an intensive one week seminar for selected Reserve Component officers, who are also community leaders, which focuses on contemporary geopolitical issues, the process involved in national security decision making, and current strategy for meeting U.S. defense needs. RCNSIS is conducted once a year, usually in the Spring in Washington, D.C. The Seminar is offered to approximately 60 Reserve Component field grade and general officers. Attendees are selected by the Chief, Army Reserve and the Director, Army National Guard. Procedures for submitting applications to attend RCNSIS are announced in advance of each seminar by the respective training divisions of the Army Reserve and National Guard. The U.S. Army War College Department of Distance Education is the executive agent for the conduct of RCNSIS. The Seminar generally follows the method of instruction used by the U.S. Army War College to include presentations by guest speakers, small discussion groups led by U.S. Army College faculty members, and visits within the National Capital Region. Interested officers may request enrollment as follows:

ARMY NATIONAL GUARD: Through
Command Channels to:

Army National Guard Readiness Center
Individual Training Branch (NGB-ARO-TI)
111 S. George Mason Drive

ARMY RESERVE: Through Command
Channels to:

Commander
U.S. Army Reserve Personnel Center
ATTN: ARPC-PSV-BB

Arlington, VA 22204-1382
DSN: 327-7344
COMM: (703) 607-7344

9700 Page Blvd.
St. Louis, MO 6312-5200
DSN: 892-0673
COMM: (314) 592-0673

SENIOR RESERVE COMPONENT OFFICERS COURSE (SRCOC)

The Senior Reserve Component Officers Course (SRCOC) is an intensive one-week seminar for 40 Reserve Component general and flag officers. The program is designed to broaden the perspective of Reserve Component general and flag officers and familiarize them with the U.S. Army War College and its curriculum. SRCOC exposes senior military leaders to the process of national security decision making, to the contemporary national security issues and to the current military strategy. Fully integrated with the Resident Class, these officers are provided ample opportunities to exchange ideas on issues affecting the Total Force. The SRCOC attendees provide the Active Component officers with valuable insights concerning the challenges and capabilities of the Reserve Components. The first Senior Reserve Officers Course was conducted at Carlisle Barracks in 1964. Attendees are selected by their respective component. All seven of these Reserve Components are invited to participate. Procedures for submitting applications to attend SRCOC are announced in advance of each seminar by the respective component training divisions. The U.S. Army War College Department of Distance Education is the executive agent for the conduct of SRCOC. Interested officers may request enrollment as follows:

AIR FORCE RESERVE:

HQ, U.S. Air Force
ATTN: AF/REPS
Washington, D. C. 20330-5440
DSN: 225-9752

ARMY RESERVE:

Office of the Chief, Army Reserve
ATTN: Senior Officer Mgt Office
2400 Army Pentagon
Washington, D.C. 20310-2400
DSN: 227-8796

NATIONAL GUARD:

Chief, National Guard Bureau
ATTN: ANG/ARNG GO Mgt (2D366)
Washington, D. C. 20310-2500
DSN: 225-3061 (ANG)
227-1826 (ARNG)

U.S. MARINE CORPS RESERVE:

Comdt of the Marine Corps
Room 4000
HQ, U.S. Marine Corps
Washington, D. C. 20380-0001
DSN: 224-2533

U.S. COAST GUARD RESERVE:

Comdt (G-RST-1)
Coast Guard Headquarters
2100 2nd Street SW
Washington, D.C. 20593-0001
COMM: (202) 267-0618/0629

NAVY RESERVE:

Commander
Navy Reserve Forces
ATTN: 02F
400 Dauphine Street
New Orleans, LA 7014-5000
DSN: 363-6134

STRATEGIC LEADER REFRESHER COURSE (SLRC)

The U.S. Army War College recently developed the Strategic Leader Refresher Course (SLRC) to provide refresher training for those graduates that enter “strategic” level assignments 3 to 5 years after graduating from the Army War College. It covers a broad spectrum of current strategic thought and development as it pertains to national security and military strategy while stimulating the student to more advanced thought and subsequent research. The SLRC requires the student to understand, analyze and write about the current U.S. national security and military strategies. Successful graduates receive an ORB entry for the course and, for qualified Reserve officers, up to 85 credit hours which could apply towards their retirement points.

For more information, prospective students, can contact the U.S. Army War College as follows:

Commandant
U.S. Army War College
ATTN: Department of Distance Education
(SLRC)
122 Forbes Avenue
Carlisle, PA 17013-5243
DSN: 242-3510
COMM: (717) 245-3510
TOLL FREE: 1-800-453-0992, extension 3510

ARMY RESERVE: Through Command
Channels to:

Commander
U.S. Army Reserve Personnel Center
ATTN: ARPC-PSV-BB
9700 Page Blvd.
St. Louis, MO 6312-5200
DSN: 892-0673
COMM: (314) 592-0673



SUPPORTING INSTITUTIONS AND ORGANIZATIONS

Strategic Studies Institute

The Strategic Studies Institute, an integral part of the U.S. Army War College, conducts studies for the Army and supports Army participation in national security policy formation. In accomplishing this mission, the Institute conducts studies which consider:

- The concepts, philosophy, and theory of strategy.
- Military strategy and planning for joint and combined theater operations.
- The nature of land warfare.
- Matters affecting the Army's future.
- Strategic leadership
- Other issues of importance to the leadership of the Army.



SSI also sponsors conferences attended by top level decision makers from government, academia and industry who discuss National Security issues in an unconstrained environment. This "Strategic Outreach Program" includes exchanges of papers and information, joint workshops with other institutions and related efforts to contribute to informed debate on national security issues.

The work of the Institute is conducted independently, but is coordinated with the curriculum of the College. Considerable interface occurs between the two general activities of teaching and research.

- Military officers and civilian professionals assigned to the Institute constitute a significant source of expert knowledge in support of the college curriculum. In turn, the teaching faculty is a resource for authorship, area expertise, peer review and similar collegial exchanges.
- The wide variety of studies and analyses undertaken by the Institute can often be enhanced by the contribution of Army War College students. Accordingly, throughout the academic year students may become involved in SSI research and analytical work

on issues of high priority to the Department of the Army in one or more of the following ways:

- Participate in formal or informal interviews.
- Participate individually or as a group in an Institute project.
- Attend conferences co-sponsored by the Strategic Outreach Program.

U.S. Army Military History Institute



To preserve the history and traditions of America's regular, volunteer, and militia land forces, the U.S. Army established the Military History Research Collection in June 1967 (redesignated the Military History Institute, 1 April 1977). The Institute is the Army's official central repository for historical source material but is an integral part of the U.S. Army War College. Its primary mission is preserving historical books and papers relating to the military history of the United States and making these sources available for research by both civilian and military scholars. To accomplish this mission, historical materials from throughout the Army are brought to Carlisle Barracks. In addition, the personal papers of many distinguished soldiers have been acquired. The Institute holds

approximately 325,000 books, over 50,000 periodicals (bound volumes and loose) 335,000 military periodicals, more than 1,000,000 manuscript items and nearly 1.2 million photographs. The Institute is already nationally regarded as America's outstanding repository for research in the field of military history.

In many ways, the Military History Institute is a descendent of the War Department and old Army War College Libraries. The first War Department Library was established in 1795. By 1843, the Library included approximately 5,000 volumes devoted primarily to the military field. The War Department Library was consolidated with the Army War College Library at Washington Barracks, D.C., in 1940. The War College Library was recognized as one of the finest military libraries in the world. When the Army War College Library was temporarily deactivated in 1946, all of its physical assets, including this library, were turned over to the newly established National War College.

Many of the volumes of the original War Department and Army War College libraries were transferred to the Military History Institute by the National War College. These include a large percentage of the 1843 War Department Library as well as a great share of the earlier Army War College Library. Thousands of additional volumes have been provided by various Army libraries, state and university libraries, and many individuals.

The Military History Institute's large and rapidly expanding holdings of personal papers provide an intimate and often unique glimpse into the history of the Army. From recruit to senior general, the American fighting man is represented in these papers. Principal officers whose papers are available include former Army Chiefs of Staff General John A. Wickham, General E. C. Meyer, General Harold K. Johnson, General Matthew B. Ridgway, plus General Lewis B. Hershey, General James Polk, General James K. Woolnough, Lieutenant General Arthur Trudeau, Major General George Crook, and many other outstanding soldiers. For many generals of the recent vintage, the Institute has not only their papers, but also their recollections and reflections recorded for the War College's Oral History Program, which the Institute administers. In 1985 the Oral History Branch also inaugurated a Division Commanders' Lessons Learned Program.



This initiative aims to institutionalize the experiences of recent Division Commanders.

General of the Army Omar N. Bradley designated the Institute as a repository for his memorabilia. A museum display to house these objects was dedicated on the 25th Anniversary of VE Day, 8 May 1970. The Institute also has artifacts, as well as films, tapes, and phonograph records.

These pictures, papers, and publications cover all of American military history from the colonial period to the present.

Particularly well represented are the Civil War, the Spanish-American War/Philippine Insurrection, and the two World Wars. The library, moreover, is well grounded in books on European military history of the 19th and 20th centuries.

A major on-going effort is the World War II and Korean War survey projects. This is a follow-on to the Spanish American War and World War I surveys which produced over 9,000 completed questionnaires from veterans of those wars. The World War II and Korean War projects, coordinated through veterans' organizations, are scheduled to run for the next 7-10 years.

The Institute's holdings are accessible to anyone—members of the American Armed Forces, civilian scholars and students, history buffs, and genealogists—with a serious interest in researching any facet of the military history of the United States. Reading rooms and carrels are



available to users. Interlibrary loan for most books published after 1930 and reference service for all material are also provided. For additional information on the Military History Institute, review MHI's homepage at <http://carlisle-www.army.mil/usami/>

Through these means, the U.S. Military History Institute preserves the heritage of the U.S. Army and shares that heritage with today's Army, with the historical community, and with the American people.

Center for Strategic Leadership



The mission of the Center for Strategic Leadership (CSL) is to serve as an education center and high technology laboratory, focused on the decisionmaking process at the interagency, strategic, and operational levels, in support of the Army War College, combatant commanders, and the senior Army leadership. The CSL is striving to become a preeminent center for the experiential education of strategic leaders, allowing them to achieve mastery of the strategic art

through the conduct of exercises, wargames, studies and analyses focused on the employment of land power in peace and war.

The CSL supports wargaming for the College as a part of the core curriculum and in the advanced course program. It also participates in combatant commander wargames, and works closely with the Joint War Fighting Center, the Joint Staff and the Army Staff in presenting wargaming at the strategic and high operational level. The CSL works closely with HQDA on other support requirements and operates a Global Command and Control system site in Collins Hall.

The U.S. Army Peacekeeping Institute was established in July 1993 at the U.S. Army War College and integrated into the CSL. The Institute is chartered to examine strategic and operational issues for Army participation in peace operations; interact with national and international agencies to examine concepts, policies, and strategies relating to peace operations; monitor, review, and adapt as necessary research and studies in peace operations from other sources; host and participate in conferences and exercises; act as the Army's information repository on peace operations; and assist, as requested, commanders and their staffs in preparing for peace operations.

The CSL is currently organized into four divisions. The Operations and Gaming Division (OGD), the Science and Technology Division (STD), and the Management and Logistics Division (MLD) are located in Collins Hall, Building 650. The U.S. Army Peacekeeping Institute is located in the Land Systems Laboratory, Building 257. Collins Hall, named for General J. Lawton Collins also houses the Special Security Detachment, the Installation Directorate of Information Management, the video teleconferencing system (VTS) used by the Army War College, and other elements of the Carlisle Barracks community.

U.S. Army War College Library

The U.S. Army War College Library is noted for its sustained, high-quality services and resources. In addition to supporting the Army War College, the Library also serves as a primary research and reference resource for organizations and individuals outside of Carlisle Barracks and the Army, including Congress, DOD, other federal agencies, universities and colleges, the media, and individual researchers and writers. As the library for the Army's senior educational institution, the USAWC Library plays a key role in the development of the Army's leaders.

The Library offers its customers a rich and varied collection of print and nonprint materials. Subjects covered in depth include military strategy and operations, area studies, international relations, foreign policy, management, and economics. Supplementing a book and document collection of 200,000 volumes are subscriptions to almost 900 periodicals in these and other subject areas, providing up-to-the-minute information and opinion for reading and research. Library holdings include a broad cross section of domestic and foreign newspapers, Army, DOD, and other official military publications, and a classified document collection.

The Library collection includes a large selection of video and audio cassettes, extensive microform holdings, and the equipment needed to access these special formats. More than 1,200 organizational charts and diagrams and a collection of maps are also available.

State-of-the-art automated information and research resources include CD-ROMs, commercial and DOD on-line services, as well as access to Internet resources.

The Library's on-line catalog, CATS, gives quick and concise information on publications held in any library or department on Carlisle Barracks. CATS is available to customers through the AWC network, as well as through the Internet on the Library's homepage. When the Library doesn't hold desired publications, the staff will locate them electronically and initiate inter-library loans. The Library's homepage also presents general resource information and on-line access to the Library's authoritative bibliographies and publications.

The Library Annex. The Annex serves as the family library for Carlisle Barracks and offers recreational and general informational books, magazines, and other materials for adults and children.

While in the past the USAWC Library has been less accessible for the Distance Education student, with the use of personal computers the library is now a significant resource for the Distance Education student. Basic information on the library can be found on the Army War College Home Page. If a student wants to check the holdings of the library this can be done on the web. The best interface is:

<http://www/ifn.pims.org/merln/merln.htm>.

To use this address, select "begin searching," then "Enter." From the list of MECC databases, select the "US Army War College Library/US Army Military History Institute Catalog." Then enter "Search." Distance Education students also have the ability to check out books through a loan system. Books can be obtained by writing to the U.S. Army War College

Library, ATTN: Interlibrary Loan, Carlisle, PA 17013-5050. The requester's name and the exact title of the book desired must be clearly indicated on the request. Material is loaned for 30 days to DDE students in the continental United States, or for 60 days to DDE students stationed outside the continental U.S. All materials must be returned promptly.

U.S. Army War College Bookstore

The U.S. Army War College has its own bookstore in Root Hall, the main academic building. The bookstore, operated as a part of the Post's AAFES system, offers an excellent selection of military oriented books including the Army War College series of Guides to Civil War Battlefields. The bookstore is open from 0800 to 1330 hours, Monday through Friday. For questions regarding the availability of books contact:

Barbara Creamer, Manager
USAWC Bookstore
122 Forbes Avenue
Carlisle, PA 17013-5050
717-258-3326

U.S. Army Physical Fitness Research Institute

The Army Physical Fitness Research Institute is an integral part of the War College faculty. Responsibilities of the Institute are:

- Develop and sustain the research foundations for the Army physical fitness.
- Serve as the primary linkage between the Army and external activities in the identification and evaluation of new techniques for developing and sustaining individual physical fitness.
- Coordinate or conduct original Army research in the general areas of physical fitness of the over-40 population, cardiovascular fitness, motivational techniques, physical fitness as a life-style, stress management, and strength retention.
- Develop a physical fitness program for the faculty and student population at the U.S. Army War College as a prototype program for the Army.



- Provide technical assistance and advice to other Army agencies on exercise, nutrition, weight control, and new physical fitness technologies.

U.S. Army War College Alumni Association

The U.S. Army War College Alumni Association exists to foster and strengthen a sense of fraternity among the alumni, and to promote continued interest in and support to the Army War College. Established in 1967 as a non-profit association, the Alumni Association offers membership to students and graduates of the Army War College course, and to present and former staff and faculty.

The association publishes a newsletter; publishes a directory of graduates and present and former staff and faculty; makes available the book, *Of Responsible Command: A History of the U.S. Army War College*; maintains an Alumni memorial on the grounds of the War College; sponsors an annual celebration of the College's founding; holds an annual meeting and luncheon; provides support to class reunions and seminars; and operates a small gift shop with USAWC mementos. The Alumni Office is in Room B122, Root Hall. Phone 717-243-0884.

Army War College Foundation, Inc.

The Army War College Foundation, Inc. contributes to traditions and academic excellence of the Army War College. A non-profit, tax-exempt, publicly supported organization, the foundation enriches academic programs and research activities by providing private financial support where government funds are not available. For almost two decades, foundation funding has supported a writing program for students and faculty, the College's professional library, the International Fellows program, guest lectures, conferences and exercises, and the Military History Institute. Contributions are tax deductible for Foundation individual and corporate constituents. Phone (717) 243-1756, or write to: AWC Foundation, Inc., Box 462, USAWC, Carlisle Barracks, Carlisle, PA 17013.



PARAMETERS, ***The U.S. Army's*** ***Senior Professional Journal***

Parameters, the U.S. Army War College Quarterly, complements the Army War College's curriculum, continues the professional education of its graduates, and reinforces the War College's role in this country and around the world as a leading center for contemporary military thought. The journal focuses on international security affairs, national defense policy, joint and combined matters, military strategy and the intersection of strategy and the operational art, and all aspects of senior military leadership and command. Because the journal is an integral part of their continuing education, Army War College graduates of all components receive gratis subscriptions to *Parameters* until they retire.

The journal is also distributed to Army general officers; to key officials in the Pentagon, the State Department, and the National Security Council; to interested members of Congress and their staffs; to defense-minded members of academe, business, and the media; and to military units, including ROTC detachments. The USMC Command and Staff College receives 250 copies of each issue; more than 600 libraries and more than 80 U.S. and foreign military journals receive subscriptions, as do many U.S. and allied embassies. Copies also go to the military educational establishments of many allied and other friendly nations, including those of Poland, Hungary, the Czech Republic, Albania, Slovenia, and Romania. The Marshall Center subscribes for its international faculty and student body and uses its copies in its English language training program.

Parameters' printed circulation is approximately 13,000 copies per issue. Significant secondary distribution occurs through military educational institutions in this country and overseas

PARAMETERS
US ARMY
WAR COLLEGE
QUARTERLY

VOL. XXII NO. 3 AUTUMN 1992

Commentary & Reply
Harry Summers and John Garver on the Chinese Threat in Vietnam

Book Reviews
Charles Moskos on Nora Stewart's *Unit Cohesion in the Falklands*
Colin Gray sizes up David Callahan's *Paul Nitze*
Roger Hillsman examines Douglas Kinnard's *Maxwell Taylor and Vietnam*

Lee and the Operations Art: The Right Place, The Right Time Jay Luvaas
Forward Presence in Turkey William M. Cameron and
Case Study Frank F. Fossell III
Friendly Fire: The Inevitable Price Charles R. Shrader
Reforming the Joint Doctrine Process Robert A. Dougherty
Chaos Theory and Strategic Thought Steven R. Mann
Disaster at Desert One: Catalyst for Change John C. Yamero
Desert Storm and the Lessons of Learning Joseph J. Collins
Hesitant Engagement: Revising the Army's Role Cole C. Kingseed

"NOT TO PROMOTE WAR, BUT TO PRESERVE PEACE..."

which reproduce articles used by thousands of students every year. In a single recent year, more than 187,000 copies of *Parameters* articles were approved for reproduction and use by military and civilian educational institutions, military organizations, and private citizens. The journal is also available to the public through subscriptions from the Superintendent of Documents.

Parameters is on the World Wide Web at “<http://carlisle-www.army.mil/usawc/Parameters/>”. There you’ll find selected articles, review essays, book reviews, a complete index of *Parameters* articles, subscription information, and guidance on submitting manuscripts for possible publication. Thousands of readers access *Parameters* on-line each week.

For those of you who desire to do professional writing, *Parameters* provides an excellent audience. Author guides are available from the *Parameters* editorial office (phone 717-245-4943) and at the *Parameters* web site. Manuscripts are welcome. In addition, the editors will be happy to discuss with students their publishing plans and projects.

APPENDIX I

GUIDANCE FOR COURSE SUBMISSIONS

1. Prior to beginning your study of any course, always read the entire directive including the introductory material for each lesson. Focus on the objectives and requirements to ensure a complete understanding of what is expected. A common difficulty is the failure to read and study the course requirement and to directly respond to specific tasks designed for your class. We encourage you to call if you need clarification or assistance on a requirement. To assist you in preparing your written responses, the following guidance is provided:
 - a. Format — Adhere to the instructions given in each course directive concerning the format for the written requirement. If no specific format guidance is given, use standard, indented paragraphs with an introduction, body, and a summary or conclusion. Please do not staple your papers.
 - (1) Cover Sheet: Although there may be several papers required for a course, use only one cover sheet for your submission. See Appendix II for a sample.
 - (2) Identification: Place your full grade and name in the upper right corner of each page. (Example: COL Your Name)
 - (3) Page Numbering: Number each page sequentially, by requirement. (Example: 1-1, 1-2 for pages 1 and 2 of writing requirement 1; 2-1, 2-2 for pages 1 and 2 of requirement 2, etc.) Numbers should be placed in the lower right hand corner of each page. If you elect to submit papers electronically, and you cannot number the pages as required in our instructions, the pages should be numbered consecutively.
 - (4) Word or Page Limitations: Your papers must be designed to adhere to the word or page limitations specified in the directive for each writing requirement. As a rule of thumb, papers are expected to be no more than ten percent (10%) above the stated limitation. If properly organized and focused, a question can always be answered effectively in the prescribed limits. One of the objectives of this course is to enhance the student's ability to examine a question and provide a clear, succinct response in the prescribed format. Using the font, margin, line spacing and justification criteria listed below should result in approximately 250 words on a typical page.
 - (5) Type Fonts: Papers for the Distance Education Course should be in 12 point size and should use Courier New font. As you begin this course, please print a sample with your system and check to insure you are meeting the requirement for margins and number of words per page. Do not use script typeface.
 - (6) Margins: Use one inch margins (right, left, top, and bottom) to provide room for evaluator comments in the margins on your paper's contents.
 - (7) Line Spacing: Use double spacing — do not use 1 1/2 line spacing.

(8) Justification: Use left justification for your paper.

- b. Proofread your paper carefully. Misspelled words, poor grammar, and faulty sentence construction are not acceptable at the U.S. Army War College. Papers which contain poor writing or proofing may be returned for revision.
- c. For course requirements, no specific reference or quotes are required, nor is it necessary or encouraged for students to cite text material either from required readings or additional research efforts in articulating your thoughts. Papers that rely excessively on quotes will be returned for resubmission. If quotations are used the source should be cited parenthetically, e.g., (Brezenski, p. 71.) or “according to . . .” If you elect to use outside sources for your paper, they should be identified. While you are encouraged to discuss your views with other knowledgeable persons, and/or fellow students, your written work must represent your own analysis and conclusions. We are interested in your thoughts, views, and solutions based on your critical analysis of the study materials.
- d. Students are not allowed to present the words and work of another as their own. If you feel compelled to quote another, then you must attribute the thought to that individual and place the statement within quotation marks. Obviously, you do not have license to copy passages word for word and present them as your original and personal views — for this constitutes plagiarism. ***Students found guilty of plagiarism will be disenrolled from the course for cause.***
- e. Submissions should be prepared in an original and one copy; only the original should be forwarded to the Department. The copy should be retained by you for future use during the course.
- f. DEC students wishing to submit course requirements by e-mail must follow the procedures outlined in APPENDIX III (DDE Automation Support).
- g. DO NOT fax DEC submissions.

2. Tips For Writing DDE Submissions.

- a. Review your final draft carefully. Is your writing style in keeping with graduate level work? Does it reflect critical thinking and analysis? Does it address all aspects of the question and demonstrate your comprehension of the concepts and facts? Finally have you used effective paragraphs?
- b. If you have not recently written an academic paper, you should review ***English Simplified***, a writing guide provided in your initial shipment. Pay close attention to the section titled “The Paragraph,” beginning on page 37. Effective paragraphs are one of the keys to good writing.
- c. Avoid the passive voice. Review each and every sentence you write to ensure that it has a subject, an active verb, and an object. (See Index, ***English Simplified***.)

- d. Before you write, make yourself a question outline, that is an outline that provides the question you intend to answer in each paragraph. You can use the Course requirement as a guide for this part of the process.
- e. When you are ready to write, begin by answering each question that you have listed in your question outline in the form of one declarative sentence, again, with a subject, an active verb, and an object. This sentence will become the topic sentence of each of your paragraphs.
- f. Once you have your topic sentences, then write a transition sentence for each topic sentence linking it to the next topic sentence. This will help you write a logically coherent paper.
- g. At this point, fill in any supporting evidence in declarative sentence form between the topic and transition sentences in each paragraph.
- h. Lastly, write a short introduction which informs the reader what you intend to achieve in your paper, and if needed, a short conclusion. Remember, however, that your paper should focus as soon as possible on the specifics of the requirement.

Try writing this way. It may seem tedious at first, but in the long run, it will save you time and should prevent you from having to resubmit your papers.

APPENDIX II
SAMPLE COVER SHEET TO BE USED IN RESPONDING
TO ALL DEC REQUIREMENTS

COURSE TITLE

(Centered – Down approximately 2” from top)

This paper is submitted in partial fulfillment of the requirements
for graduation from the U.S. Army War College Distance
Education Course.

(Centered – Down approximately 3” from top)

DATE

(Centered – Down approximately 4” from top)

STUDENT SIGNATURE

(Centered – Down approximately 4.75” from top)

TYPED STUDENT NAME

RANK & SERVICE COMPONENT

(Centered – Down approximately 5” from top)

(This area will be used by the evaluator to provide remarks.)

(Note: Only one cover sheet per course is required.)

APPENDIX III

DDE AUTOMATION SUPPORT

1. **World Wide Web (WWW) Site.** DDE has its own WWW site where course participants can find a variety of information about the department, its staff and faculty, and the DEC curriculum. Information on individual courses is available through the WWW site and is separated by class year.

- **DDE Home Page.** This page is the starting point for moving through the DDE Web Site. It is located at URL:

<http://carlisle-www.army.mil/usawc/ddehome/ddepageo.htm>

- **DDE Organization Page.** This page provides the current organization of the department and telephone numbers to each section/group within the department. It is located at URL:

<http://carlisle-www.army.mil/usawc/ddehome/ddeorg.htm>

- **DDE Staff & Faculty Directory Page.** This page contains the links to the e-mail links of department personnel and “on-line” biographical information for selected department personnel. It is located at URL:

<http://carlisle-www.army.mil/usawc/ddehome/ddepeop/dirspecl.htm>

- **Department of Distance Education.** Provides general information about the Army War College, its supporting institutes, the DDE Curriculum and what the program, both resident and non-resident phases requires of students. It is located at URL:

<http://www.army.mil/usawc/ddehome/catalog.htm>

- **DDE Continuing Education Page.** This page provides links to all current and some projected continuing education programs offered by DDE. It is located at URL:

<http://carlisle-www.army.mil/usawc/ddehome/conted/contedo.htm>

2. **Electronic Mail (e-mail).** DEC participants wanting to use e-mail to conduct business with DDE, are to use the following guidelines.

- Questions concerning the course's content, objectives, and requirements should be addressed to the course author. The current e-mail addresses for the course authors are located in the Faculty Section of this manual or at the individual course pages located at the DDE WWW site.
- DEC students wanting extensions should submit requests to the appropriate year group coordinator. E-mail addresses and phone numbers are at Appendix IV of this manual.
- Questions concerning shipping dates, change of addresses, and status of submissions should be addressed to the DDE administrative office. The current e-mail address for the Administrative Office is: <dde-admin@awc.carlisle.army.mil>

3. Electronic Submissions. The Department of Distance Education is equipped to accept course submissions via e-mail. To minimize the administrative complications caused by differences between e-mail systems the following procedures *must* be followed.

- Electronic submissions must be sent to the following address only: <dde-subs@awc.carlisle.army.mil> Do not send your submission directly to the course author.
 - Submissions must be sent as attached files, in Microsoft Word 7.0 or earlier versions.
 - USAWC uses Microsoft Windows 95 operating system and Office 97 application software.
 - **DDE cannot support other formats.**
- The requirement should be sent as one submission. (DDE administrative personnel cannot be responsible assembling your requirement from multiple submissions.)
- Students who opt to use e-mail to send their course work **DO NOT** have to sign the cover sheet. The e-mail address suffices for this requirement.
- The War College is willing to assist students in their use of communications technology and will make reasonable efforts to solve problems as they arise. Nonetheless, the student is responsible for insuring that the submission was received at DDE in usable form. If no acknowledgment is received from DDE, the student is responsible to follow up and ensure that the submission was received. (If the submission was received in an unusable format, it will be returned with a note to that effect.)

APPENDIX IV
SUMMARY OF RETIREMENT POINT CREDITS
FOR RESERVE COMPONENTS

First Year Studies	Retirement Point Credit Hours	Number of Retirement Points
1 Strategic Leadership	27	9
2 Nation-States, War, and Strategy	27	9
3 National Security Policy and Strategy	27	9
4 Contemporary U.S. National Military Strategy	27	9
5 Regional Strategic Studies	27	9
Midcourse Resident Phase	—	—*
Subtotal	135	45
Second Year Studies		
6 Organizing Joint and Multinational Forces	27	9
7 Joint Forces and Doctrine	27	9
8 Joint and Combined Theater Warfare	27	9
9 Conflict Termination	27	9
10 Military Operations Other Than War	27	9
End-of-Course Resident Phase	—	—*
Subtotal	135	45
		(Plus Resident Phase)
Grand Total	270	90 (Plus Resident Phase)

RETIREMENT POINTS (Reserve Components)

*AR 140-185 and NGR 640-1 authorize one (1) retirement point credit for each day of active duty or active duty for training by eligible members of the Reserve Components. Questions regarding retirement point credits should be directed to Benefit/Entitlement Branch (ARPERCEN) at DSN 892-5002, Commercial (314) 538-5002, or 800-325-4986 or the Customer Contact Office at 800-452-0201. An additional source is www.2xCitizen.usar.army.mil.



**“Not to promote war but to preserve peace
by intelligent and adequate preparation to
repel aggression . . . “**

**“To study and confer on the great problems
of national defense, of military science, and
of responsible command.”**

Elihu Root

